



Undergraduate  
Bulletin:  
2022–2023

**2022 – 2023**

**Hamline University Undergraduate Bulletin**

1536 Hewitt Ave, Saint Paul, Minnesota 55104-1284

[www.hamline.edu](http://www.hamline.edu)

# Table of Contents

<b>About the Bulletin</b>	<b>1</b>
<b>Nondiscrimination Statement</b>	<b>1</b>
<b>Mission, Values, and Vision</b>	<b>1</b>
<b>Accreditation, Approvals, and Memberships</b>	<b>2</b>
<b>Academic Calendars</b>	<b>3</b>
<b>Life as a Hamline Student</b>	<b>4</b>
Athletics and Fitness	4
Campus Buildings	4
Annual Events and Convocations	5
Inter-College Cross-Registration (ACTC)	6
Student Congress	6
Student Organizations	6
Student Publications	7
Study Away with Hamline	7
<b>Campus Resources</b>	<b>9</b>
Campus Employment	9
Campus Recreation	9
Career Development Center	9
The Center for Academic Success and Achievement (CASA)	10
Commuter Student Services	11
Counseling and Health Services	11
Disability Resources	12
Hamline Public Safety	13
Hedgeman Center for Student Diversity Initiatives and Programs	13
Information Technology Services	13
Military Student Support	14
Residential Life	14
ROTC	15
Student Activities and Leadership Development	15
Student Administrative Services	16
Student Affairs Division and the Dean of Students Office	16
Wesley Center for Spirituality, Service and Social Justice	16
Women's Resource Center	18
<b>Educational Goals: The Hamline Plan</b>	<b>19</b>
<b>Graduation Requirements: The Hamline Plan</b>	<b>22</b>
<b>Academic Standards and Policies</b>	<b>26</b>
Academic Integrity and the Hamline University Academic Honor Code	26
Academic Load	28
Attendance	28

Class Standing	28
Course Cancellation	29
Course Evaluations	29
Course Numbers and Course Types	29
Course Prerequisites and Schedules	31
Coursework Taken at Other Institutions	31
Credit Value	31
Dean's List	32
Email and Official University Communication	32
Family Educational Rights and Privacy Act (FERPA)	32
Final Examinations	35
Financial Hold: Restrictions on Registration and Release of Academic Records	35
Four-Year Assurance of Graduation	35
Grade Definitions and Grading Information	36
Grade Change and Appeal	37
Graduation Application (Apply for Program Completion)	39
Graduation, Commencement, and Diplomas	39
Honors at Graduation	39
Leave of Absence and Withdrawal	40
Military Leave	40
Name and Gender Changes	41
Onboarding	41
Petitions	41
Probation and Dismissal, Academic	41
Registration: Adding, Dropping, and Withdrawing from Courses	42
Third Party Users	43
Transcripts	43
Workday	43
<b>Admission to Hamline University</b>	<b>44</b>
Admission for First-Year Students	44
Admission for On-Campus Transfer Students	45
Admission for Online Bachelor's Degree Completion Students	46
International Student Admission	46
New Student Housing	47
Early Admission	47
Non-degree Seeking and Visiting Students	47
Postbaccalaureate Students	47
Readmission of Students	47
Veterans	47
<b>Tuition and Fees</b>	<b>48</b>
<b>Financial Aid</b>	<b>49</b>
<b>Transfer of Credit</b>	<b>56</b>

<b>Curriculum: The College of Liberal Arts</b>	<b>60</b>
Anthropology Department	60
Biochemistry Program	64
Biology Department	65
Chemistry Department	74
Communication Studies Department	77
Computational Data Science Program	81
Creative Writing Department	83
Criminal Justice and Forensic Science Department	85
Digital + Studio Art Department	93
English Department	99
Environmental Studies Program	107
Exercise Science Program	109
Global and Area Studies Department	112
History Department	114
Legal Studies Department	115
Mathematics Department	123
Modern Languages and Literatures Department	125
Music Department	127
Neuroscience Program	129
Philosophy Department	131
Physics Department	133
Political Science Department	138
Psychology Department	142
Public Health Sciences Program	145
Religion Program	147
Social Studies Program	149
Sociology, Social Justice, and Social Change Department	150
Theatre & Dance	154
<b>Curriculum: The School of Business</b>	<b>156</b>
Bachelor of Arts Economics Program	158
Bachelor of Business Administration Program	159
Minor Programs	161
<b>Curriculum: The School of Education and Leadership</b>	<b>163</b>
Teacher Education Program	163
Major Programs	165
Minor Programs	170
Certificate Program	171
Initial Teacher Licensure and Pathway to the Master of Arts in Teaching	171
<b>Curriculum: Online Bachelor's Degree Completion</b>	<b>179</b>
Core Curriculum - The Hamline Plan	179
Major Requirements: BA in Psychology	180

Major Requirements: BBA with General Business Concentration	180
<b>Curriculum: Para Pathway Bachelor's Degree Completion in Education</b>	<b>181</b>
Degree Requirements	181
Bachelor of Arts in Education – Elementary Concentration	181
Bachelor of Arts in Education – ESL Concentration	182
Bachelor of Arts in Education – Special Education Concentration	182
<b>Interdisciplinary Concentrations</b>	<b>183</b>
Behavioral Economics Concentration	183
Forensic Psychology Concentration	184
Public Policy Concentration	184
<b>Academic Pre-Programs</b>	<b>185</b>
Pre-Engineering	185
Pre-Health Program	186
Pre-Law	188
<b>Faculty</b>	<b>189</b>
Full-Time Undergraduate Faculty	189
Professors Emeriti	196
<b>Courses</b>	<b>201</b>

## About the Bulletin

The 2022–2023 Hamline University Undergraduate Bulletin is the primary resource for academic information, including official curricular requirements, for Hamline University undergraduate students. Students who are admitted for, and enrolled during, the 2022–2023 academic year are subject to the degree requirements described in this Bulletin. Students are encouraged to familiarize themselves with the policies and procedures of Hamline University early in their collegiate careers. Failure to read this Bulletin does not excuse students from the requirements and provisions described herein.

The academic standards and policies, courses, and curricula described in this *Bulletin*, and the teaching personnel listed, are subject to change or cancellation by official action of Hamline University. Updates are made annually and every effort has been made to ensure the accuracy of the information in the *Bulletin*; should the dynamic, online and static, pdf versions of the *Bulletin* differ, the official version is the dynamic, online edition.

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

## Nondiscrimination Statement

Applications for admission and employment, students, employees, sources of referral of applicants for admission and employment, and all unions holding collective bargaining agreements with Hamline University are hereby notified that this institution does not discriminate on the basis of race, color, creed, national origin, ancestry, sex, disability, age, religion, marital status, sexual orientation, status as a disabled veteran or veteran of the Vietnam era, status with regard to public assistance, or any other classification protected by applicable law. Any person having inquiries concerning Hamline University's compliance

with the regulations implementing Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act, or Section 504 of the Rehabilitation Act of 1973 is directed to contact the Office of the Dean of Students, Hamline University, 1536 Hewitt Avenue, Saint Paul, Minnesota, 55104-1284, 651-523-2421. This office has been designated by the University to coordinate its efforts to comply with the aforementioned regulations. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with these regulations.

Hamline University further abides by its own nondiscrimination policy which states: Hamline University will not tolerate harassment, discrimination, or retaliation based on race; color; religion; creed; sex; sexual orientation; gender expression; gender identity; national origin; marital status; familial status; status with regard to public assistance; membership or activity in a local commission; disability; age; or protected veteran status in its employment or educational opportunities.

## Mission, Values, and Vision

### Mission

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

### Values

Hamline University recognizes its roots in the traditions and values of the United Methodist Church. Through our personal and collective effort, we will make a lasting difference in the world as we aspire to the highest standards for:

- Creation, dissemination, and practical application of knowledge
- Rigor, creativity, and innovation in teaching, learning, and research
- Multicultural competencies in local and global contexts

- The development and education of the whole person
- An individual and community ethic of social justice, civic responsibility, and inclusive leadership and service

## Vision

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

- Rooted in the tradition of liberal education
- Dynamic and actively inclusive
- Locally engaged and globally connected, and
- Invested in the personal and professional growth of persons

## Accreditation, Approvals, and Memberships

Hamline University is accredited by the Higher Learning Commission (HLC), an independent corporation that accredits degree-granting post-secondary educational institutions in the United States. More information about Hamline University's accreditation status may be found on the HLC website. The Commission is located at 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1413 and can be reached at 800-621-7440.

Hamline University is also accredited or approved by the:

- American Bar Association
- American Chemical Society
- Council for the Accreditation of Education Preparation
- Minnesota Board of School Administrators
- Minnesota Professional Educator Licensing and Standards Board
- National Association of Schools of Music
- North American Association for Environmental Education
- University Senate of the United Methodist Church

The university holds memberships in the:

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

Hamline's schools may have additional accreditation in specialized areas. Please contact the dean's office of each respective school for a complete listing. Hamline University is approved for attendance of non-immigrant foreign students under the Immigration and Nationality Act.

Hamline University is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. Minnesota Office of Higher Education, 1450 Energy Park Dr., Suite 350, Saint Paul, MN 55108; [www.ohe.state.mn.us](http://www.ohe.state.mn.us); 651-642-0533.

# Academic Calendars

The academic calendars are subject to change. Please visit the [Academic Calendars](#) website for the latest information.

## On Campus Undergraduate Academic Calendar

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

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

<b>Fall Term 2022</b>	<b>August 29–December 15</b>
Classes begin	Monday, August 29
Labor Day holiday	Monday, September 5
Thanksgiving break	Thursday–Friday, Nov. 24–25
Classes end	Thursday, December 8
Study days	Friday–Sunday, Dec. 9–11
Final exams	Monday–Thursday, Dec. 12–15

<b>Winter Term 2022</b>	<b>January 3–20</b>
Classes begin	Tuesday, January 3
Martin Luther King Jr. holiday	Monday, January 16
Classes end	Friday, January 20

<b>Spring Term 2023</b>	<b>January 23–May 11</b>
Classes begin	Monday, January 23
Midterm break	Monday–Friday, March 13–17
Classes end	Thursday, May 4

Study days	Friday–Sunday, May 5–7
Spring term final exams	Monday–Thursday, May 8–11
Commencement	Saturday, May 13

<b>Summer Term 2023</b>	<b>May 15–August 11</b>
May Term classes begin	Monday, May 15
Memorial Day holiday	Monday, May 29
May Term classes end	Friday, June 2
Summer I classes begin	Monday, June 5
Summer I classes end	Friday, June 30
Summer II classes begin	Monday, July 10
Summer II classes end	Friday, August 4
Summer III classes begin	Monday, June 5
Fourth of July holiday	Tuesday, July 4
Summer III classes end	Friday, August 11

## Online Bachelor's Degree Completion Academic Calendar

Hamline's online degree completion program courses are offered in eight-week sessions, two sessions each in fall, spring, and summer semesters. Students may take up to two four-credit courses in each eight-week session, and must take at least 12 credits within a 16-week semester to be considered full-time.

<b>Fall Semester 2022</b>	<b>August 29–December 18</b>
Session 1 classes begin	Monday, August 29
Labor Day holiday	Monday, September 5
Session 1 classes end	Sunday, October 23
Session 2 classes begin	Monday, October 24
Thanksgiving Holiday	Thursday–Friday, Nov. 24–25
Session 2 classes end	Sunday, December 18

<b>Spring Semester 2023</b>	<b>January 3–April 23</b>
Session 1 classes begin	Tuesday, January 3
Martin Luther King Jr. holiday	Monday, January 16
Session 1 classes end	Sunday, February 26
Session 2 classes begin	Monday, February 27
Session 2 classes end	Sunday, April 23
Commencement	Saturday, May 13

<b>Summer Semester 2022</b>	<b>May 1–August 20</b>
Session 1 classes begin	Monday, May 1
Memorial Day Holiday	Monday, May 29
Session 1 classes end	Sunday, June 25
Session 2 classes begin	Monday, June 26
Fourth of July Holiday	Tuesday, July 4
Session 2 classes end	Sunday, August 20



# Life as a Hamline Student

## Athletics and Fitness

Hamline University offers intercollegiate and intramural athletics as well as individual fitness opportunities. From team sports to individual activities, Hamline gives students the opportunity to have fun, get exercise, and form friendships outside of the residence hall and classroom.

The Lloyd W.D. Walker Fieldhouse is one of the highest quality physical activity facilities in the state. In addition to being the main home for gymnastics meets and training facilities, Walker contains three courts for basketball, tennis, and volleyball as well as a strength and fitness training center.

Students can also use the building's three racquetball courts, jogging track and swimming pool. Hutton Arena, located adjacent to Walker, is also available for use when it is not in service as the home for the volleyball and basketball teams.

Built in 2004, the Klas Center offers an improved athletic stadium, as well as learning, gathering and meeting spaces. The facility includes a synthetic playing surface for year-round usability and a state-of-the-art nine-lane track. Klas Field is the home for the football, lacrosse, and track and field teams.

Paterson Field, just east of Klas, is the home field for some field events as well as the soccer and softball teams. Hamline ice hockey teams practice and compete at the TRIA Rink in Treasure Island Center in Downtown St. Paul. Completed in January 2018, the TRIA Rink is also home to the Minnesota Whitecaps of the MHL and is the practice facility for the NHL's Minnesota Wild.

A member of NCAA Division III and the Minnesota Intercollegiate Athletic Conference (MIAC), Hamline sponsors 20 sports (Men: baseball, basketball, cross country, football, ice hockey, soccer, swimming and diving, tennis, and track and field. Women: basketball, cross country, fastpitch softball, gymnastics, ice hockey, lacrosse, soccer, swimming and diving, tennis, track and field, and volleyball.)

In recent years, baseball, cross country, and ice hockey teams have won MIAC titles; track and field has produced several MIAC champions; the women's lacrosse team has won the MWLC title for the past three years (2017-19); the women's hockey team became the first MIAC team ever to advance to a title game with a second place finish at the 2019 NCAA Division III Frozen Four; lacrosse has appeared in three consecutive NCAA tournaments and individual Pipers have been crowned national champions in track and field and gymnastics. In addition, several Pipers have earned All-American and Academic All-American honors.

## Campus Buildings

The campus in Saint Paul covers 45 attractive acres with a combination of new and old buildings set with gardens and restful areas. The central symbolic landmark of Hamline's campus is Old Main, built in 1884 and listed in the National Register of Historic Places.

## University Center

New in 2012, the Anderson Center houses event and meeting venues, a meditation room, a fireplace and lounge areas, campus dining, campus life offices, a Starbucks coffee shop, a convenience store, an outdoor terrace, and underground parking. The building meets LEED silver standards and features a green roof, solar panels, high performance glass and lighting, site-harvested wood, and recycled building materials.

## Bush Library

Much more than a building housing books, the Bush Library and Archives is a center for academic support and a hub of activity. The research and academic support staff located in the building work collaboratively to optimize collections, technologies, expertise, and spaces that support student learning and intellectual exploration.

The library provides quiet study spaces, group study spaces, and various forms of collaborative technologies to facilitate students working on group projects.

Librarians provide assistance to students via drop in research service and by appointment. Research expertise is also available virtually, 24 hours a day/ 7

days a week through chat service. Librarians visit classes to help students get started with their research assignments and to help students navigate the vast world of print and digital information.

A wealth of online and print resources are available to students; many of these resources are available within the building and remotely via the Internet. Other resources are provided through a consortium of Minneapolis/St. Paul academic libraries, or through an extended network of interlibrary loan arrangements with libraries throughout North America.

In addition, students can access the services of the Writing and Communication Center, the Center for Academic Success and Achievement, Information Technology Services (ITS) Central Services Desk, and tutoring services.

### **Drew Fine Arts Complex**

**Soeffker Art Gallery** – The Soeffker Gallery houses Hamline's Permanent Collection of art featuring historically important artists such as Goya, Picasso, Warhol and DeKooning. The gallery launched its Visiting Artist Program in 2013, which continues to highlight the work of a different visual artist each year. This program seeks to engage the Hamline community of students and faculty to our Studio Arts and Art History Program by introducing artists in an annual lecture and exhibition series. The gallery also celebrates the work of our Studio Arts and Art History graduating seniors through an annual Senior Thesis Exhibition.

**Anne Simley Theatre** – Students of all majors may participate as actors in theatre performances or as a part of the production crews. The 300-seat Simley Theatre is one of the best-equipped college stages in Minnesota. Our facilities include a large scene shop with equipment for both steel and wood construction, the costume shop stores hundreds of period costumes used in performances and our control booth houses state of the art lighting and sound equipment. Every production receives a response from a professional from the Kennedy Center – American College Theatre Festival. In addition to theatre work, students can audition for the Dance Ensemble. This group performs two fully staged productions each year. There are two

well equipped dance/rehearsal studio spaces.

Members of the Ensemble participate in the regional American College Dance Festival and we submit both faculty and student choreography for adjudication. The Department also takes interested students to the US Institute for Theatre Technology (USITT) national conference. At USITT students have the opportunity to meet with graduate school representatives, find out about work opportunities and attend a variety of workshops. In our media lab students develop original projection work, record bands and music and can shoot and edit original films. The Department provides annual portfolio and audition reviews for major and minor students to help prepare them for transition to the industry.

**Sundin Music Hall** – There are few small halls in the region that have the acoustics of Sundin Music Hall. It is a prime destination for many of the area's most talented and accomplished musicians as a performance space. It is the home of the University's Music Department and serves as the rehearsal and concert space for the Hamline Orchestra, the Hamline Wind Ensemble, the University Chorale, the A Capella Choir and solo and chamber music performances by students. It is an intimate venue, seating 325 people at capacity – there is not a bad seat in the house. Sundin is home to two seven-foot Steinway pianos and a number of classical music concert series for members of the Hamline community to enjoy.

### **Annual Events and Convocations**

During the course of each year, Hamline hosts a wide range of events, bringing in well-known speakers to address specific themes and issues. Many of these events are held during the weekly convocation hours on Tuesday and Thursday mornings, during which no classes are scheduled, to enable students to attend these special programs.

Some of the events include:

- Commitment to Community Lecture Series
- Mahle Lecture in Progressive Christian Thought
- Hamline University Symposium on the Humanities
- Hanna Lecture in Philosophy

- Howard W. Alkire Symposium in International Business and Economics
- International Roundtable Series
- Kay Malmstrom Lecture in Physics
- National Mock Trial Tournament
- Phi Beta Kappa Visiting Scholar Series
- Seminar in Contemporary Religious Thought
- 3M/Ronald A. Mitsch Lecture in Chemistry

## Inter-College Cross-Registration (ACTC)

Hamline University participates in a consortium of five Twin Cities private liberal arts colleges (Hamline, Macalester, St. Catherine, and St. Thomas in Saint Paul, and Augsburg in Minneapolis) called the Associated Colleges of the Twin Cities (ACTC). The ACTC combines the community atmosphere of a small liberal arts college with the diversity of opportunities of a large university. The purpose of the consortium is to employ the strengths of each college to the best advantage of all. Cross-registration is available without additional cost to the student, provided the coursework is relevant to a Hamline degree. Information is available at [www.hamline.edu/actc](http://www.hamline.edu/actc).

## Student Congress

Hamline Undergraduate Student Congress (HUSC) is the undergraduate student governing body. Any Hamline undergraduate student may speak on issues before Congress, whether or not one is an elected representative. HUSC's responsibilities include allocating student activities fees to fund student organizations, appointing student representatives to the standing committees of the university to ensure student input into matters of campus governance, serving as the official "voice" of undergraduate students on issues of campus-wide importance, and passing legislation referred to it by student groups, the faculty, or an administrative body.

## Student Organizations

Student organizations sponsor a variety of activities on campus. The Student Activities & Leadership Development office supports and works with student organizations, but all organizations are student-run and exercise a great deal of autonomy. Listed below are

some of the undergraduate student groups at Hamline University. More information on all organizations is available at

[www.hamline.edu/life-at-hamline/student-activities](http://www.hamline.edu/life-at-hamline/student-activities).

### Academic

- Anthropological Society
- BioEx Club
- Chemistry Club
- Hamline Marketing Association
- Hamline University First Generation Scholars
- Society of Physics Students

### Advocacy

- Feed Your Brain
- Hamline University Student Congress
- Hand in Hand
- IGNITE at Hamline
- Spectrum
- Students Preventing Sexual Violence

### Arts and Literature

- The Fulcrum Journal
- The Oracle (newspaper)
- Sculpture Guild

### Cultural

- Asian Pacific American Coalition
- Black Student Collective
- Global Student Society
- Hamline African Student Association
- Hmong Student Association

### Honoraries

- Alpha Kappa Delta (sociology, social research, social service)
- Beta Beta Beta (biology)
- Iota Iota Iota (women's studies)
- NRHH (National Residence Hall Honorary)
- Omicron Delta Kappa (leadership)
- Phi Beta Kappa (honorary scholastic fraternity)
- Psi Chi (psychology)
- Sigma Beta Delta (business)
- Sigma Delta Pi (Spanish)

## Social/Recreational

- Delta Tau Sorority
- Hamline University Anime and Manga Club
- Hamline University Gamer Group
- Hamline University Martial Arts Club
- Hamline University Programming Board
- RISE Yoga Club
- Theta Chi Fraternity

## Spiritual/Religious

- Intersarsity Christian Fellowship
- Jewish Student Life
- Muslim Students Association (MSA)

## Student Publications

Two publications offer students hands-on experience in journalism and photography. Hamline students publish the *Fulcrum*, art and literature review; and the *Oracle*, the campus newspaper.

## Study Away with Hamline

It is not just Study Abroad anymore, here at Hamline we also offer students an opportunity to learn about different cultures here in the United States with domestic options.

Hamline encourages students to pursue study away, a popular and transformative experience that helps students become "compassionate citizens of the world." The Global Engagement Center (GEC), has a variety of programs that can fit any major, any schedule, and any budget. It is never too early to start planning, but deadlines typically are the semester before your study away program starts. More information can be found on the GEC's Study Away website or in the Study Away Student Handbook.

Hamline offers its own signature programs that cannot be found anywhere else except Hamline, including, Hamline Across the Pond, in partnership with the University of Roehampton (London, U.K.), SPAN @ Hamline, a summer research abroad program, and other faculty-led programming.

For those interested in a full semester long and highly immersive program, there are many exchange

program options with some of our institutional partnership. These include:

- Akita International University (Japan)
- Aoyama Gakuin University (Japan)
- International College of Liberal Arts (Japan)
- Konkuk University (S. Korea)
- Kwansai Gakuin University (Japan)
- Metropolitan University of Prague (Czech Republic)
- Mykolas Romeris University (Lithuania)
- Shanghai University of International Business and Economics (China)
- The American University in Cairo (Egypt)
- United International College (China)
- University of Trier (Germany)
- University of York (UK)

Hamline also has direct relationships with:

- Webster University (Accra, Athens, Bangkok, Beijing, Geneva, Leiden, Shanghai, and Vienna)
- University of Roehampton (London, U.K.)
- University of Westminster (London, U.K.)
- Cologne Business School

This is not an exhaustive list, so students should connect with the GEC or check out the website search function to discover the program options. Hamline also partners with study groups such as the Council on International Education (CIEE), and School for International Training (SIT). Not finding what you want on our search page? Other study away programs may be considered, pending approval from the Director of the Global Engagement Center.

Students applying for semester or summer study away programs should be in good academic standing with a minimum GPA of 2.5. Applications for study away are managed by the Global Engagement Center's online system (StudioAbroad).

## Deadlines

- Academic year - April 15
- Fall Semester - April 15
- J-Term - November 5
- Spring Semester - November 15
- Summer Program Provider - March 1

- May term / Summer Faculty-led - April 15

Students are encouraged to discuss when is the right time for them to study away by talking to the GEC and their faculty advisors. First-year students are able to join some J-term faculty-led programs. For seniors, extra consideration should be taken and discussed with the GEC about the timing of transcripts post program and possible impacts from this and other required final semester programming (senior seminars) Hamline also offers shorter study away options during the winter (J-term) term, late spring (May-term) May/June and even a few Spring Break options (10 days over the spring break period). These courses are led by Hamline faculty and are designed to serve the largest possible number of students from diverse academic backgrounds. The courses take place in a wide variety of global and domestic locations. For a sample of courses that have run in the past, please refer to the GEC website.

Students can choose to study, complete an internship, or a hybrid internship + study program available with our provider programs in multiple locations.

One of Hamline's newest programs is SPAN@ HAMLINE. The program at Hamline University includes preparatory coursework, summertime research abroad, followed by the completion of a substantive research paper or project. Throughout these three phases of the program, students receive hands-on mentorship from faculty and have access to professionals and overseas resources to more fully answer a research question. Students pursue interviews with experts on their self-chosen topics.

Students interested in participating on SPAN@Hamline will:

- develop a research proposal on a self-chosen topic
- conduct fieldwork abroad with assistance from Hamline's abroad partners
- be part of a cohort when abroad with Hamline staff with knowledge of the research destination
- be mentored by faculty who are trained researchers

- earn 6 Hamline University credits in the summer term
- be eligible for SPAN scholarships to assist with research/travel costs
- grow professionally, personally, and academically
- make international connections and build on global citizenship

SPAN@Hamline seeks to attract independent-minded, self-driven students. With SPAN @ Hamline, participants prepare for research abroad by enrolling in an in-depth research methods course and destination specific orientations prior to departure. At the end of the fall semester (following the summer abroad), students will write a substantive research paper or produce a hybrid project that has been reviewed by several faculty researchers.

For more information about becoming a SPANner as part of the SPAN@Hamline Program, see the Student SPAN page.

Some domestic opportunities for study away include:

- Oregon Extension
- Exchange to University of Puerto Rico (ISEP)

The possibilities for study away are endless so students should stop into the GEC, located at 15 Old Main, and meet with GEC staff for more details. Or check out one of the events they host around campus on their Events page.

All study away programs approved by the GEC will allow the transfer of academic credit and count toward the graduation requirements. Classes within students' majors can be approved by faculty advisors and Hamline Letters can also be approved by the Registrar's Office. Students may also be able to use their Hamline scholarships or financial aid to help finance their programs.

# Campus Resources

## Campus Employment

A wide variety of campus employment opportunities are available for eligible students. To be eligible for campus employment during the academic year, a Hamline University student must be degree-seeking, registered for at least half-time status for each full term worked, and eligible to work in the U.S. To be eligible for summer employment, a student must be registered for at least half-time status or pre-registered for the fall term and eligible to work in the U.S.

New incoming students who have received a state or federal work-study award are eligible to attend the Job Fair which takes place the first week of classes in Fall term. All students are eligible to work on campus; students that have a work study award are given preference to some positions on campus. There are numerous opportunities for off-campus employment in the neighboring community and in the Saint Paul/Minneapolis metropolitan area if you have a federal or state Work Study Award. Inquiries about both on and off-campus employment should be directed to the Payroll Office.

International students may face work restrictions working on campus due to visa status or other legal considerations. The Associate Director of the Global Engagement Center can assist students with these questions.

Attend one of the informational sessions during Piper Preview to learn more.

## Campus Recreation

Campus Recreation enhances the quality of life for students, staff, and faculty by providing a variety of programs, services, and physical spaces that promote an active lifestyle and development of the whole person in a safe and inclusive environment. Opportunities to be involved with Campus Recreation include:

### Intramural Sport

Provides a wide range of open and inclusive intramural sports leagues, tournaments and special events each semester, and are available to current Hamline

students, staff, and faculty. Activities include: volleyball, soccer, basketball, flag football, badminton, racquetball, and more.

### Sport Clubs

Recognized, student-led organizations, comprised of individuals sharing a common interest in competitive, recreational, and/or instructional sport activity. Sport Clubs are created and managed by students, which provides numerous learning experiences that further enhance the overall collegiate experience for those involved.

### Fitness

Group fitness classes are offered each week free of charge to all Hamline students, staff and faculty. Fitness classes vary in type and intensity to provide options for all fitness levels. Campus Recreation also offers the assistance of personal trainers free of charge to help you achieve your fitness goals.

For more information regarding campus recreation at Hamline please visit the campus rec website or [www.imleagues.com](http://www.imleagues.com), or email [campusrec@hamline.edu](mailto:campusrec@hamline.edu)

## Career Development Center

The Career Development Center (CDC) believes that effective career planning should begin the moment students enroll at Hamline. Throughout the undergraduate experience and for up to 3 years after graduation, the CDC offers students a variety of year-round services, programs, and resources to explore career interests, gain relevant experience, and develop the skills to compete effectively in the job market or obtain admission into graduate programs. They include:

### Career Counseling

Students may setup 1:1 appointments with career counselors to discuss topics such as: choosing a major, exploring possible careers, taking career assessments, creating and reviewing resumes/cover letters/personal statements, networking and using LinkedIn, interview preparation, job and internship search assistance,

applying for graduate school, navigating job offers, and salary negotiation.

### **Internships**

The CDC coordinates the undergraduate internship program, assisting approximately 400 students each year with finding and registering internship opportunities for academic credit.

### **Practice Interview Program**

The CDC partners with many academic departments to coordinate the Practice Interview Program, a semi-annual event that links hundreds of alumni, employers, and community members with students for practice interviewing, resume critiques, and networking.

### **Handshake**

Handshake is an online tool and app designed to make finding jobs and internships easy. The Career Development Center manages the Handshake platform on Hamline's campus to ensure the events, jobs and employers you see are relevant to our community. Whether you know exactly what kinds of opportunities you're seeking or you're just starting out, Handshake and the Career Development Center can support you in your career goals.

### **Resources**

The CDC maintains helpful job/internship search tools, resume templates, the Future Focus Career Guide, and other career resources on its website at [www.hamline.edu/cdc](http://www.hamline.edu/cdc). The CDC also has a career resource library which includes printed materials on career development topics as well as graduate exam prep books available for review and check-out.

## **The Center for Academic Success and Achievement (CASA)**

CASA houses a variety of support services for students surrounding their academic endeavors. Resources include:

### **Advising**

CASA coordinates advising and serves as a resource for students and faculty advisors who have questions about progress toward graduation and related

academic matters. The office also oversees new student registration, leaves of absence, and withdrawals.

If you enter Hamline as a first-year student 24 years of age or younger throughout the first term of attendance, you are required to enroll in a First-Year Seminar (FYSem). The FYSem instructor serves as your advisor until you officially declare a major, which should be after your first semester at Hamline but before the end of your sophomore year. If you enter as a non-traditional aged first-year student, you are assigned to an advisor in CASA, or to a faculty advisor in your major department, if you have chosen a major.

If you enter Hamline as a transfer student, you are assigned a faculty advisor in your major department. If you have not chosen a major, you are assigned to an advisor in CASA.

Students may change advisors at any time in accordance with their academic interests or personal preferences, with the exception that each first-year student enrolled in a FYSem must remain with the FYSem instructor throughout the first term of attendance.

The faculty advisor's role—and the goal of Hamline's advising program—is to assist students in developing and achieving their academic and career goals. The advisor is a primary resource for consultation and advice. The faculty advisors are also a valuable resource for information on courses, majors, curriculum requirements, petitions of academic policies, and other academic matters. Students must have an advisor in their major(s).

### **Tutoring Program**

Peer tutors recommended by faculty are available to help students in many undergraduate courses. Drop-in assistance is offered for most core courses while one-on-one appointments can be arranged for courses that do not have drop-in sessions.

### **Academic Skills**

Individual consultations are available to assist students with time management, critical reading, note taking,

and other academic skills that contribute to their academic success at Hamline.

### **Writing and Communication Center (WCC)**

The Writing and Communication Center offers assistance to improve students' multi-modal communication skills. Consultants can provide assistance on writing assignments as well as presentations and visual aids such as google slides, info-graphics, and posters. In individual appointments, trained consultants help students develop clarity and precision in their communication.

### **Commuter Student Services**

Commuter Connections and the Office of New Student Programs work with commuter students living off-campus in non-university housing by connecting them to involvement opportunities like student organizations and campus events. We also work closely with the Cashier and the Anderson Front Desk to provide bus passes and locker rentals within Anderson Center and in West Hall. There is a commuter lounge in the lower level of West Hall and Anderson Center is also a common space for commuter students to hang out between classes. In both locations, commuter students can find a microwave, many flat-screen TV's, sofas, tables and chairs, locker rentals, and plenty of space to relax or study.

### **Counseling and Health Services**

Due to the COVID-19 pandemic, it is anticipated that our services will remain "virtual appointments only" during the 2020-2021 academic year. Virtual appointments can be scheduled by calling (651) 523-2204. (Students with needs that cannot be addressed virtually can call our office to receive assistance with off-campus referrals.) Hours of operation are Monday through Friday, 8:00am - noon and 1:00pm - 4:30pm (closed during noon hour). Virtual provider visits are confidential and free for Hamline undergraduate students. Visit the [Counseling & Health Services](#) website for more information.

### **Counseling Services**

Eligibility for services: If you are currently residing within the state of Minnesota, you are eligible to receive virtual (telepsychology) appointments through Counseling Services. If you are residing outside Minnesota, we are legally restricted from providing services to you (due to state-specific licensure requirements for psychologists). However, we can assist with helping you find a qualified mental health provider in your area.

Counseling can promote personal growth and help students cope with difficulties that might adversely affect their educational goals. The psychologists in the Counseling & Health Services office can assist with a wide variety of concerns such as: depression, anxiety, stress, relationship problems, self-esteem, body image, grief/loss, family concerns, and identity development. We can also assist with referrals to providers in the local community for specialized treatment for issues such as substance abuse and eating disorders. All counseling services are confidential.

### **Health Services**

If you are currently residing within the state of Minnesota, you are eligible to receive virtual (telemedicine) appointments through Health Services. If you are residing outside of Minnesota, there are limitations on the services we can provide due to state licensing regulations, and we may need to refer you to a provider in your state. Our clinicians are able to transfer prescription refills to another state if needed.

In-person visits will be limited during the pandemic. The Health Services staff can offer virtual appointments for a wide range of illnesses and injuries, immunizations, contraception, annual physical exams, STI testing, health education, psychiatric consultation, and prescriptions. After leaving a voicemail or sending an email with an appointment request, a healthcare professional will call you to schedule a telephone call, a virtual visit, or a limited in-person appointment based on your needs. All health services are confidential. Most lab fees can be billed to students' health insurance.



**All students are required to have health insurance, and will be enrolled by default into the Hamline-sponsored health insurance plan unless they opt to waive this coverage.** Students who have their own insurance coverage must provide their plan information when registering. Students who do not submit an online waiver request will be automatically enrolled in the Hamline-sponsored policy, and will be responsible for the cost of that coverage.

## Disability Resources

Hamline University and the Disability Resources office are committed to ensuring equal access to the university and its programs for students with disabilities. Disability Resources coordinates and provides reasonable accommodations, collaborates to create an accessible and hospitable learning environment, and promotes self-determination on the part of the individuals they serve. The office supports and accommodates students with disabilities including physical/sensory, mental health, chronic health, learning disabilities, ADHD and ASD.

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, as amended 2008, Hamline University shall make reasonable accommodations to any qualified individual with a disability. To be eligible for accommodations, a student must have a documented disability as defined by the Americans with Disabilities Act, as amended 2008, and Section 504 of the Rehabilitation Act of 1973. According to these laws, a person has a disability if they have a physical or mental impairment that substantially limits one or more major life activities. Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. A qualified student with a disability is defined by Section 504 as anyone who meets the academic and technical standards required for admission or participation in a post-secondary institution's programs and activities.

In order to receive reasonable accommodations, students are responsible for:

- Contacting Disability Resources to discuss their needs and/or request accommodations.
- Providing Disability Resources with appropriate information to establish the presence of a disability and/or support the need for reasonable accommodations. (For detailed information about documenting disabilities, visit [Disability Resources](#) or contact the Disability Resources director.)
- Keeping the Disability Resources director informed and providing updated documentation if their disability or its symptoms change.
- Requesting accommodations as far ahead of time as possible. Some accommodations cannot be effectively arranged if they are requested on short notice. For example, it can take up to 4 weeks to prepare audio books.
- Discussing accommodations with faculty and staff members as needed and notifying Disability Resources right away if there are any concerns or difficulties with receiving accommodations.

Hamline University has the right to:

- Identify and establish essential elements and technical standards, abilities, skills, knowledge, and standards for courses, programs, and services.
- Request and receive recent and appropriate documentation from a qualified professional that verifies and supports the request for accommodations.
- Consult with the student in making the final determination regarding the selection of effective and reasonable accommodations.
- Make the final decision regarding which accommodations will be provided.
- Deny a request for accommodations if the documentation does not demonstrate they are warranted, or is not provided in a timely manner.
- Refuse to provide any accommodation that is unreasonable, including any that:

- Poses a direct threat to the health and safety of the individual requesting the accommodation or of others.
- Consists of a fundamental change or alteration of an essential element of a course or program.
- Results in an undue financial or administrative burden on the institution.

Students seeking accommodations should contact the Director of Disability Resources at 651-523-2521.

## Hamline Public Safety

The Office of Hamline Public Safety is open 24 hours a day to serve the campus community. The office is located in Sorin Hall near the bookstore and is staffed by 11 full time professional staff supported by student dispatchers and officers, and a leadership team comprised of the Director, Associate Director and Assistant Director of Operations.

Hamline Public Safety is responsible for providing a safe academic, working, and living environment for the entirety of the Hamline community and is the first to respond to emergencies. When necessary Hamline Public Safety will also coordinate emergency response by Saint Paul Fire, Police and/or EMS services. All officers are trained in first aid and CPR/AED. Hamline Public Safety is also responsible for the Anderson Center Desk and the campus parking and transportation program.

## Hedgeman Center for Student Diversity Initiatives and Programs

Named for Anna Arnold Hedgeman ('22), the university's first graduate of color, the Hedgeman Center for Student Diversity Initiatives and Programs helps create and sustain an inclusive community that appreciates, celebrates and advances multiculturalism and diversity at Hamline University. We support, empower, and promote the success of students of color, first-generation college students and students from other diverse populations. In partnership with other university departments, our staff and initiatives help prepare all students to live, serve and succeed in a global, multicultural world.

Specifically, we offer:

- Activities that assist students in their transition to, success at and education about diversity issues including Hamline, including Multicultural Mosaic pre-orientation program, the Hedgeman Student Empowerment Retreat, quarterly activities that help with "Student Transition, Empowerment and Programs for Success" (STEPS), the Hedgeman Honors and Awards Celebration, and the "Voice & Vision" newsletter;
- Nine student organizations that support to students and campus programming, including Multicultural Alliance, Asian Pacific American Coalition (APAC), Black Student Collective (BSC), FUSION the multi-racial and trans-racial adoptee organization, Hamline African Student Association (HASA), Hamline Indigenous Peoples Society (HIPS), Hispanic and Latinx Organization (HALO), Hmong Student Association (HSA), and Student of South Asia (SOSA);
- Traditional cultural awareness and history events, including Hispanic Heritage Month, Native American Awareness Week, Hmong New Year, Black History Month, Asian Heritage Month, Kwanzaa Celebration, and Hmong New Year;
- Numerous campus diversity training and education opportunities for students;
- Quarterly programs addressing the needs, interests and passions of first-generation college students, as well as the First Generation Scholars organization; and
- Other activities and programs that provide opportunities for participants to learn about diversity and multiculturalism issues, including the Social Justice Symposium, the Dr. Martin Luther King, Jr. Commemoration and Day of Service, and the monthly storytelling series "This Is My Story: Conversations of Identity and Community."

## Information Technology Services

ITS is committed to a proactive service delivery model, and this is embodied in our Strategic Framework. Given the increasing role of technology in daily life - including

higher education – our team focuses on improving the digital literacy of everyone in our community, and on providing transformational leadership in technology selection, use, and application.

Hamline's Central Service Desk, located in the Bush Library, provides a variety of services – including information and technology support – to students, faculty and staff. Specific information, including information specific to those "New to Hamline," is available online from the [Central Service Desk](#) website or by phone (651-523-2220).

Many departments utilize technology in specific ways. Examples include the Music Department's music lab with keyboards and composition software, the Physics Department's optics lab in Robbins Science, and the Digital Media Arts Program's two digital media arts (DMA) labs.

Hamline uses Google Apps for its collaboration Platform. Microsoft Office and other academic software is available to students through a virtualized desktop infrastructure (VDI). Approximately 100 computers are housed in computing labs across the campus, and provide access to the Internet and a diverse range of software applications. Secure wireless is available in all instructional areas and areas frequented by students.

Students do not need to bring a personal printer on campus.

A fleet of digital imaging machines for printing, photocopying and scanning is available in computer labs and other locations across campus, and these operations are also managed by Information Technology Services. Specific information about Hamline's "PiperXpress" services is available on the [PiperXpress](#) website or via the Central Service Desk phone (651-523-2220).

Access to the Internet and campus network is available in all residence hall rooms either via wireless or network jack. Students living in the Residential Halls also have access to Cable TV service in their room via a coax connection, or streaming online via the Xfinity on Campus application.

Technology-related policies, including the Technology Use policy, are published on the [Hamline University Policies](#) webpage.

## **Military Student Support**

Located in the lower level of West Hall, the Military Student Support Center seeks to help veterans become successful students at Hamline University. The center assists students with military students in finding the help they need to understand their financial aid award and how student billing works in relation to accessing their federal funding, to understand Hamline University policies, and to utilize campus resources and support. The Center also creates opportunities for students to network with each other, as well as education programs that educate the university community about the experiences of military students.

The Dean of Students Office oversees the Military Student Support Center. In addition, we support the military student organization and offer additional support to students through a committee of dedicated professional staff and faculty who are familiar with services needed by veterans. Questions and procedures for undergraduate and graduate students and veterans' dependents can be answered by the Dean of Students Office (651-523-2421), or by the Military Support Center (651-523-2099).

For additional information, please visit [www.hamline.edu/veterans](http://www.hamline.edu/veterans).

## **Residential Life**

All of Hamline's residence halls are coeducational and managed by a degreed, professional coordinator who lives on campus and is trained to work with student concerns and enrich the residential experience. Resident advisors are trained student staff who are carefully selected and assigned to each floor or wing to act as peer liaisons.

The Charles M. Drew residence hall has a capacity of 230 and houses first year and returning students in addition to our transfer student community. Drew Hall also offers a GLBT & Social Justice theme floor along with an Honors and Transfer student floor. Manor House provides housing for 140 returning students and is next

to Sorin Hall, which has single gender floors, houses 110 first year students and is barrier free. Schilling, Osborn, and Peterson Halls house nearly 100 first year students each. Special Interest Housing is available to all students, they include: Honors Housing, Global Pipers, and a Quiet Lifestyle floor.

In addition to traditional residence hall living, the on-campus apartment building offers the convenience of residential living with the luxuries of apartment style furnishings and space. The apartment building houses graduate and undergraduate students. Each apartment houses between two and four residents, and features a bathroom, kitchen, living room, and the option of shared or private bedrooms. Apartments are fully furnished and cable television, internet, and laundry services are included without additional fees.

When it comes to food on campus, there are a variety of food options to choose from with an unlimited dining services plan. Detailed information about the meal plan and declining balance can be found on the dining services website at [www.hamline.campusdish.com](http://www.hamline.campusdish.com) and in the Hamline Housing Contracts. There are several various types of dining options on campus, all with different menus and hours of service. Students are encouraged to play an active role in dining services. Comment cards, online postings, dining surveys and food committee meetings all encourage feedback which is used to provide great food and make lasting memories. For more information, please visit us at [www.hamline.campusdish.com](http://www.hamline.campusdish.com). Welcome to our kitchen!

Leadership opportunities are also available in the residence halls through participation in Hall Councils, the Residential Housing Association (RHA), and Resident Advisors. Hall Councils offer an opportunity for residents to develop social, recreational, and educational activities, assist in establishing policies that are in the best interest of all residents, and act as an advocate of residents' needs. RHA is the governing board to the Hall Councils as well as taking on the role of being the voice for on campus students to the university administration. Resident Advisors are paid positions where students take an active mentor role with students, enforce

policies, and provide programming for residents of the halls.

Whether students choose to become actively involved in any of the leadership opportunities, participate in floor activities, or simply enjoy the privacy of their rooms, the residence hall experience is designed to enhance their academic development and progress at Hamline.

## **ROTC**

Hamline University enrolls students who participate in ROTC (Air Force ROTC at the University of St. Thomas and Army ROTC at the University of Minnesota). ROTC programs require enrollment at the University of St. Thomas or the University of Minnesota for ROTC-sponsored courses. For ROTC information call St. Thomas at 651-962-6320 or the University of Minnesota at 612-625-3062.

## **Student Activities and Leadership Development**

Student Activities and Leadership Development provides students with opportunities to immerse themselves in a variety of on and off-campus activities. Working collaboratively with students, staff, and faculty, the office encourages the involvement of students in co-curricular programs to complement their academic experience. Students may become engaged and empowered at Hamline through student organizations, campus recreation programs, paraprofessional activities, and campus events. There are over 70 clubs and organizations that students may join. Organizations cover a wide variety of interests related to the performing arts, social justice/service, publications, multicultural, special interest, club sports and academic majors. Clubs are responsible for programming a number of activities throughout the year such as speakers, concerts, movie nights, and off-campus trips. These activities are almost always free or low-cost and open to all students.

Student Activities and Leadership Development also works to develop and recognize student leadership on the campus. The HU-LEAD (How You Lead, Emerge and Develop) Pathway and the Women's Leadership Retreat

are just some of the leadership development programs aimed at students who are looking to develop their leadership skills and get more involved on campus. Students can also get involved with the Hamline Undergraduate Student Congress (HUSC). HUSC works with faculty, staff, and administration to make sure students' voices are heard. There are approximately 30 elected and appointed positions within HUSC including an executive board, representatives from each class, student of color representatives, commuter representatives, nontraditional student representatives, and an international student representative.

Lastly, through programs and events coordinated by the Hamline University Programming Board (HUPB), the Office offers additional opportunities for students to get involved on campus. Events offered by HUPB include a monthly coffeehouse series, Welcome Week, Homecoming activities, Annual Spring Formal Dance, and the Annual End of the Semester and End of the Year Parties.

## **Student Administrative Services**

Student Administrative Services (SAS) houses the areas of Financial Aid, Registration and Records, and Student Accounts. The SAS staff assist students with billing, payment, financial aid, veteran's benefits, course registration, and academic records. SAS is located in East Hall 113.

## **Student Affairs Division and the Dean of Students Office**

### **Student Affairs Division**

Student Affairs has the primary responsibility for making the out-of-classroom environment an integral aspect of students' education. This is done through the work of student affairs professionals who understand the development of college students and are committed to enriching the lives of Hamline students. This group of professionals anticipates and manages the daily activities of the students that constitute the following areas of responsibility in Student Affairs: Campus Recreation, the Career Development Center, Counseling & Health Services, the Dean of Students Office, Disability Resources, the Hedgeman Center for

Student Diversity Initiatives & Programs, New Student Programs, Public Safety, Residential Life, Sexualities & Gender Diversity, Student Leadership & Activities, the Wesley Center for Spirituality, Service, and Social Justice, the Bookstore, and Dining Services.

### **Dean of Students Office**

The Dean of Students Office assists students in achieving their academic and personal goals. Office staff answer questions and help resolve issues or concerns when appropriate. Additionally, they refer students to the various departments, offices, or community resources that can best serve them and meet their needs. The Dean of Students Office serves as the point of contact for students who want to talk about issues of policy or procedure, or who have questions or complaints about issues regarding their student experience. The office also serves as the point of contact for students who want to talk about issues of harassment and discrimination. Staff in the Dean of Students Office use a case management system or serve as student support to help resolve issues.

The staff members of the Dean of Students Office review and formulate policies that pertain to students, their rights, and their services. The staff is committed to being a resource for parents by providing outreach to parents, and by assisting them in realizing the campus resources available to their students. The Dean of Students Office also oversees student conduct, Parent/Family Weekend, the Bookstore and Dining Services. The office provides specialized support services and programs for transfer students, first-generation college students, and veteran students. This office is also the contact for undergraduate emergency grants and loans. The Dean and her staff serve as the main administrative contacts for students.

### **Wesley Center for Spirituality, Service and Social Justice**

How can you make a difference in the world that will serve the common good? How can you work with others for social justice in our communities? Are you interested in exploring interfaith perspectives and growing in your spirituality or religious identity? Our programs focus on

one, two, or all three of these questions. The Wesley Center for Spirituality, Service and Social Justice offers students opportunities to grow, serve, and lead through the following programs:

### **Catalyst Alternative Spring Break Trips**

Catalyst uses direct service to investigate questions of social justice and community. These trips are designed to provide students with an opportunity to participate over spring break in community engagement projects addressing vital social justice issues. Each trip is led by a team of student co-leaders and supported by staff resource persons.

### **Civic Engagement Initiatives**

Hamline University was founded with John Wesley's commitment to "Do All the Good". Besides advising students groups and individuals in ways to get engaged with community service, the Wesley Center organizes particular programs such as the annual Dr. Martin Luther King Jr. Day of Service. By connecting "King on Campus" with "King in the Community", university members purposefully act to transform Dr. King's life and teaching into community building.

### **Food Resource Center**

Located in the Walker Fieldhouse near the loading dock, the Food Resource Center (FRC) is where students can access free nutritious food. No "proof of need" is required to take advantage of this resource. Students can find information about SNAP benefits, community pantries, and other information about food resources. FRC hours are Wednesdays and Thursdays from 1pm to 5pm, by order from the FRC website in advance.

### **Hamline to Hamline Collaboration**

The Hamline to Hamline Collaboration began in 1991 as a formal partnership between Hamline Elementary School and Hamline University. University students can earn federal work study as tutors, or volunteer to be buddies, and participate in academic class pairings with the elementary school. Over 90 university students, with a variety of majors, minors, and interests, are involved each year as tutors and buddies.

### **Hamline Votes**

This year, the "90/20 Initiative" with Hamline Votes, seeks to engage 90% of students in voting for the fall 2020 elections. This initiative provides students information about where and how to register and vote, as well as partners with the HU Student Congress in providing day-of transportation to the polling station near campus for students who reside on campus.

### **LEAP into St. Paul**

LEAP into St. Paul is an annual orientation program which introduces first-year students to opportunities for community engagement within surrounding neighborhoods in St. Paul and the Twin Cities. Each First Year Seminar (FYSEM) group travels to an off-campus location as part of the fall Orientation to participate in a half-day of community service together.

### **Mahle Lecture in Progressive Christianity**

Each year the Mahle Lecture in Progressive Christianity brings an accomplished religious scholar or religious leader to campus in residence for several days of speaking and teaching in our community, so that we have the chance to interact with the scholar in personal, relevant, and impactful ways.

### **McVay Youth Partnership**

McVay is an after-school program in which Hamline students serve as mentors and role models working with urban middle and high school youth three afternoons per week in partnership with area churches and community centers. Hamline students are hired to work as Fellows, Associates and Interns to provide homework help, lead theme-based programming, recreation, cooking, music, and crafts.

### **Ministry Internships**

Since its founding, Hamline University has had a relationship with the United Methodist Church. Special funding is available through the Wesley Center for stipended internships in congregational and ministry leadership hosted by Hamline Church United Methodist. Areas of focus have been in social justice, worship and the arts, education ministries, spiritual practices, and the SPROUT garden.

## **Religious and Spiritual Advising**

For students seeking a more personal connection to explore their spiritual or religious identities, find support for decisions and understandings, and reflect on their Hamline experience from spiritual perspectives. The Wesley Center's Religious and Spiritual Life staff seek to support all students, while bringing particular experience from Jewish, Christian and Islamic traditions. Student organizations or programs associated with this area include HU Better Together, Jewish Student Life, Love Boldly, Multifaith Student Alliance, Multifaith Baccalaureate, Muslim Student Association, and Spirituality Scholars.

## **Sacred Spaces**

There are two primary spaces on campus for religious and spiritual practice--the larger Gathering Place in the Sorin Commons, and the more intimate Wellspring on the third floor of the Anderson Center. Both spaces are intentionally designed as multifaith, and open for prayer, meditation, reflection, and wellness practices.

## **Women's Resource Center**

The Women's Resource Center (WRC) is a safe, supportive space for the Hamline community to work toward creating a more equitable and violence-free world for women and their allies. People of all gender identities and expressions are welcome to join us and access our services:

## **Menstrual and Sexual Health Resources**

We provide students free tampons, pads, menstrual cups, condoms, dental dams, lubes, and pregnancy tests. We can help you choose the best supplies to address your needs.

## **Events and Programming**

We hold a variety of events during Fall and Spring semesters. Some of our signature events include Take Back the Campus, FemFair, and Feminist Fridays. We also partner with other campus and local organizations, offices, and departments to support their programming.

## **Academic and Community Engagement**

We promote learning about feminist issues from intentionally intersectional and socially just perspectives. We have work study positions, internships, and volunteer opportunities available throughout the academic year. We also encourage faculty and students to include us in their service learning and other class projects.

# Educational Goals: The Hamline Plan

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

All departments offer Hamline Plan courses. Usually specific requirements can be met by more than one course. Many courses fulfill more than one requirement. The Hamline Plan consists of the following ten educational goals. (For specific graduation requirements see the Graduation Requirements: The Hamline Plan section.)

## Understand the Liberal Arts

Students begin their Hamline education by taking one of the many First-Year Seminars, which provide an introduction to college and a sense of community in small classes for first-year students only. The seminar concentrates on developing the skills of careful reading, critical analysis, group discussion, and writing that are basic to all college level study and basic to the success of students after college. Topics are interdisciplinary and vary from year to year.

## Communicate Effectively through Writing

First-year English is the beginning of writing at Hamline. Students complete at least one course each year that focuses upon the written communication needs within a discipline (such as biology, history, or art). A writing-intensive course has three objectives: (1) to designate specific written communication objectives appropriate to the course and the discipline; (2) to enable students to practice writing with guidance from the instructor, allowing feedback before the final

product and building upon students' writing strengths; and (3) to focus on the written communication process as well as the final product. Students gain experience writing and receiving feedback from the instructor and/or peers to build strengths in writing.

## Communicate Effectively through Speaking

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

## Reason Logically

The human mind has developed systems of thought that aid understanding and problem solving. Mathematics is the prime example, having been developed and refined for over 2000 years. But there are other systems of structured analysis, including logic and statistics. Every Hamline student takes one or more courses that touch on each of these two areas: formal/logical reasoning and quantitative analysis.

## Understand Various Disciplines and How They Interact

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

Courses that meet this requirement are essentially introductions to the disciplines. They include active learning as well as lectures, involving exercises in which students learn on their own and in which, with guidance, they are held responsible for drawing their



own conclusions from new studies. Examples include discussion, problem solving, application of ideas, and laboratories.

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

All students take courses in each of the following four areas of study:

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

tremendous impact science and technology have had on human culture.

- **Social sciences** – These academic disciplines explore human behavior and social institutions. Social sciences emphasize theories and methods of study. Students learn the extent to which human beings create their social environment, see the range and variability of ways to live, and perhaps gain a degree of control over their own situation.

### **Understand the Complexities of Living in a Diverse World**

The goal of the diversity requirement is to help students demonstrate an understanding of systemic inequalities, power differences, and interdependencies of people in a diverse world. Students will engage in intellectual discourse and reflection about and across differences. They will be able to demonstrate knowledge and understanding of diverse cultures, and reflect upon their own and others' social identities (gender, race, ethnicity, religion, sexual orientation, dis/ability, class, etc.).

### **Prepare to Engage with a Global Community**

Global citizenship is the understanding of and engagement with complex, interdependent, or overlapping global systems and their legacies (scientific, socio-cultural, economic, political, or others). This requirement is intended to equip students to (1) become informed, open-minded, and socially responsible citizens who seek to understand how their actions affect both local and global communities, and (2) address global issues collectively and equitably.

### **Collaborate**

Collaboration – the ability to work productively with others – is crucial for addressing the most pressing issues of today's and tomorrow's world. It is central to Hamline's mission of service and leadership. Collaborative skills are in high demand by employers, and critical to career success across disciplines. Students will complete at least one course that focuses on developing and strengthening collaborative skills.

## **Conduct Independent Critical Inquiry and Demonstrate Information Literacy**

Beginning in the first year, and building through intermediate course work in the major, students learn to frame a critical inquiry project and to find and evaluate information as part of a process of investigation. They develop the skills to determine which information is appropriate to their discipline and learn how to use information responsibly, integrating multiple perspectives. The developmental arc culminates in an advanced-level learning experience where students identify a meaningful and answerable question, develop appropriate methods of study, and present the results of their investigation.

## **Practice the Liberal Arts**

The purpose of the Liberal Education As Practice (LEAP) requirement is to encourage student development as liberal-arts educated practitioners and global citizens. The LEAP requirement provides a structure in which students can synthesize and integrate their academic skills and their career development through hands-on practice. Also, they can explore connections between their LEAP experience and the mission, vision, and values of Hamline. LEAP courses and experiences have a strong emphasis on hands-on, experiential learning. Many LEAP experiences - including study abroad, service-learning, community-based learning, and internships - are classified as high-impact learning practices. It is strongly encouraged that students' LEAP experiences take place in their majors, and that students participate in more than one LEAP experience during their Hamline career.

## **Establish Depth in One Area**

A student's major is an integral part of the Hamline Plan. Having a "major" allows students to understand the subtleties and complexities of a particular field while also exploring both differences and connections between their chosen field of concentration and other disciplines. This understanding creates a sense of competence and confidence and points toward a career or advanced study in graduate or professional school. At Hamline, students may choose from among 35 majors in traditional academic disciplines and

interdisciplinary areas. It is also possible for students to design their own major field of study through the Flexible Curriculum Option.

# Graduation Requirements:

## The Hamline Plan

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

The following sections list the Hamline University undergraduate graduation requirements. Successful completion of these requirements results in a Bachelor of Arts, Bachelor of Business Administration, Bachelor of Fine Arts, or Bachelor of Science degree. *Requirements for transfer students, if they are different, are noted within each section in italic print. Other than where specified, Hamline Plan requirements can be fulfilled by transfer coursework.*

The Hamline Plan requirements do not constitute a set number of courses. Courses that fulfill Hamline Plan categories are designated with the appropriate Hamline Plan course tag on the class schedules. Grades of D- or higher are required in order to receive Hamline Plan designations. All students are responsible for understanding the Hamline graduation requirements. Contact the Registration and Records office or Academic Advising for clarification on any of the graduation requirements.

### First-Year Seminar (FYSem) - 1 course

All new first-year students (age 24 or younger upon enrollment at Hamline) are required to take a First-Year Seminar in their first semester. First-year students who transfer Post-Secondary Enrollment Options (PSEO) work are not exempt from this requirement. Students may not drop or withdraw from First-Year Seminar nor complete it on a Pass/No Pass grading basis.

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

### Expository Writing (E) - 1 course

This requirement is generally fulfilled by FYW 1120 - Composition and Research, which must be completed during the first year at Hamline. Students who receive Advanced Placement (AP) or International Baccalaureate (IB) English composition credit must still register for FYW 1120 or a writing-intensive FYSem. The AP or IB English credits count for credit toward the degree, but Hamline faculty members believe writing is an essential skill and thus require a first-year college-writing experience.

Students who receive credit for a PSEO or College in the Schools (CIS) English composition course are typically granted an equivalency for the first-year writing requirement. However, students are encouraged to enroll in a writing-intensive FYSem to continue developing their college writing skills.

### Writing Intensive (W) - 1 course minimum per year

Writing-intensive courses must be taken at Hamline, and a minimum of one writing-intensive course is required each year a student is in attendance. (Fall/spring is considered a year of attendance for students who begin at Hamline during the fall term; spring/fall is considered a year of attendance for students who begin at Hamline during the spring term.) For students who begin as first-year students at Hamline, FYW 1120 (E) is considered the writing-intensive course for the first year and one writing-intensive (W) course is required each subsequent year. Students who do not complete a writing-intensive course during a

year must complete an extra writing-intensive course the following year; students who take two writing-intensive courses in one year may not apply one to a subsequent year.

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

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

*Transfer students do not transfer writing-intensive courses to Hamline; one per year in attendance at Hamline is required in addition to satisfying the Expository Writing requirement. Transfer students needing six full-time (minimum of 12 credits) semesters to complete the Hamline degree must complete three writing-intensive courses. Transfer students needing four or five full-time semesters to complete the Hamline degree must complete two writing-intensive courses. Transfer students needing fewer than four full-time semesters to complete the Hamline degree must complete one writing-intensive course (and are encouraged to complete two).*

### **Speaking Intensive (O) – 2 courses**

The required speaking intensive courses can be taken at any time and in any academic department.

*Transfer students may transfer one speaking-intensive course to Hamline; one must be taken at Hamline. Students transferring as juniors (64 or more semester credits) are required to take only one speaking-intensive course, but it must be taken at Hamline.*

### **Formal Reasoning (R) and Quantitative Reasoning (M) – 1 or 2 courses**

Students must complete both categories of Reasoning. This can be accomplished through one formal reasoning course and one quantitative reasoning course, or through one course that carries both the R and M designations.

## **Disciplinary Breadth**

Students take courses in each of the following four areas of study:

### **Fine Arts (F) – 2 courses\***

Fine arts courses can usually be found in Studio Art, Art History, Creative Writing, Music, and Theatre Arts.

\*Music performance, ensemble, or lessons courses that are fewer than four credits must be taken enough times to equal eight credits in order to fulfill the fine arts requirement. Three-credit transfer courses may satisfy one fine arts requirement.

### **Humanities (H) – 2 courses**

Humanities courses can usually be found in English, Modern Languages, Philosophy, and Religion.

### **Natural Science (N) – 2 courses (at least one must have a lab)**

Natural science courses can be found in Anthropology, Biology, Chemistry, Criminal Justice and Forensic Science, and Physics.

### **Social Science (S) – 2 courses**

Social Science courses can usually be found in Anthropology, Communication Studies, History, Legal Studies, Economics, Political Science, Psychology, and Sociology.

### **Diversity (D) – 2 courses**

Students are required to complete courses which engage them in intellectual discourse and reflection about and across differences. Diversity courses may be found across the curriculum.

### **Global Citizenship (G) – 1 course**

Courses that address global citizenship can be found in many departments, including Global Studies, Modern Languages, and Political Science.

### **Collaboration (C) – 1 course**

Students complete coursework that focuses on developing and strengthening collaborative skills. Collaboration courses may be found across the curriculum.

## **Independent Critical Inquiry and Information Literacy (Q) – 1 course**

This requirement follows a developmental arc that begins with experiences in the First Year Seminar, is built upon in mid-level courses in a student's major, and culminates in an advanced-level course. The Q is documented at the final, culminating course.

## **LEAP: Liberal Education as Practice (P) – 1 course or registered experience**

One course or experience is required. Students are encouraged to participate in LEAP experiences in their majors and to engage in more than one LEAP experience during their Hamline career. LEAP experiences include LEAP (P) courses as well as faculty-advised internships, undergraduate research projects, apprentice teaching, and qualifying independent studies/projects.

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

## **Major Requirements**

Students must complete one major. A major is a field of concentration, ranging from 32-74 credits, depending on its requirements. At least 16 credits in a student's major must be taken at Hamline. A major must be declared by the end of the sophomore year and may not be declared before the spring semester of the first year. Students must be aware of the requirements for their major as outlined in the Hamline *Undergraduate Bulletin* and are expected to meet the major requirements that are in effect at the time they declare. Grades of C- or higher are required for all major courses, and the GPA for all major courses together must average 2.0 or better. Undergraduate program sheets listing requirements for each major are available at [www.hamline.edu/ugrequirements](http://www.hamline.edu/ugrequirements).

Individually designed majors can be developed by students who have other needs and goals, if the courses are available (see Flexible Curriculum Option). See All Academic Programs for a list of all available academic programs.

*Transfer students must take at least 16 credits in their major at Hamline. Transfer students must meet with a*

*faculty advisor upon arrival at Hamline to determine the transferability of their major courses. Written approval of major courses by the advisor is recommended as soon as possible after the first advising appointment. Advisors approving transfer work have the right to ask the student for course descriptions and have the option to defer the decision to the department chair.*

## **Double Majors**

A double major is the awarding of one degree with two majors. A student must declare both majors and fulfill all requirements of each in addition to satisfying all university requirements. Double majors must be within the same degree (e.g., both must be either a B.A. or B.S.). Following the conferral of the degree, the student transcript will note one baccalaureate degree with two majors. Students completing two majors with differing degree types (e.g., chemistry under the B.S. and German under the B.A.) are considered double degree students. See Double Degrees below for more information.

Students pursuing two majors must:

- Complete a writing-intensive (W) course in both major departments
- Have at least four unique courses in both majors or four unique courses in the concentration if one or both of the majors are interdisciplinary
- Complete 48 credits outside both major departments—in these cases, each major will usually count outside the other

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

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

major proposal to the Undergraduate Curriculum Committee. The form is available at [www.hamline.edu/registrar/forms](http://www.hamline.edu/registrar/forms).

### **Flexible Curriculum Option**

The flexible curriculum option is offered for students who wish to develop a major or minor that is unique to their needs, but which satisfies the spirit and intent of Hamline's graduation requirements. Such a major or minor might involve a coherent interdepartmental sequence of courses that addresses a particular topic or theme.

The flexible curriculum option requires the approval of an appropriate Hamline faculty advisor and the Undergraduate Curriculum Committee. Students should be prepared to state why their proposal is important to their program or educational intellectual development. Flexible curriculum proposal forms can be obtained in the Registration and Records office or at [www.hamline.edu/registrar/forms](http://www.hamline.edu/registrar/forms) and must be approved no later than the end of the junior year.

### **Minors**

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

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

### **Breadth of Study Requirement (credits outside the major department)**

Students must complete a minimum of 48 credits outside of their major department. These credits usually come from courses that do not have the designation of the major department.

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

If students choose to take courses that are within their major department but are beyond what is required for their major, those courses will not count toward the breadth of study requirement. Students completing multiple majors must have 48 credits outside each major department. In these cases, each major will usually count outside the other.

### **Residency Credits**

All Hamline students must complete a minimum of 128 credits to graduate and obtain a minimum cumulative grade point average (GPA) of 2.0.

28 of the last 32 credits, and at least 56 total credits, must be completed in residence at Hamline or within the ACTC exchange, Hamline approved off-campus programs, or HECUA. Sixty residency credits graded A-F are required to be eligible for Latin honors at graduation.

### **Conferral of Degree**

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

## Double Degrees

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

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

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

## Subsequent Degrees

Some students decide to return to their studies after they have received their first baccalaureate degree. A subsequent degree is the awarding of a baccalaureate degree different from the first degree awarded. A student may not earn multiple degrees of the same type. A student returning to Hamline University to complete a second baccalaureate degree must apply for admission and meet admission criteria for that degree.

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

## Academic Standards and Policies

Note: Changes in the following standards and policies may go into effect periodically. The following are academic policies that apply specifically to undergraduate students. For additional Hamline University policies, visit [www.hamline.edu/policies](http://www.hamline.edu/policies).

### Academic Integrity and the Hamline University Academic Honor Code

#### Statement of Purpose

Every member of the Hamline University community—students, faculty, administrators, and staff—is responsible for upholding the highest standards of academic integrity at all times. The assumption that academic work is an honest reflection of one's knowledge and skills is fundamental to the integrity of Hamline University and to the value of a Hamline diploma. If students at an institution of higher education develop a reputation for receiving grades based on honest work, GPAs and academic degrees held by all students from that institution are valued more highly. The faculty subscribe to standards of academic honesty in their research and teaching. Every person in the University is responsible for adhering to the principles of the Academic Honor Code.

#### Principles

Academic dishonesty includes any act that has the effect, or intention, of giving one student an unfair advantage over others in the completion or evaluation of academic work and/or inaccurately representing one's academic work. The examples below refer to all academic work submitted for evaluation, whether completed online, in a classroom, or in a hybrid course that combines face-to-face instruction with online interactions and submissions. Prohibited conduct under the Code includes, but is not limited to, the following:

#### Cheating

- Using notes or other source materials (without instructor permission) on a quiz or exam;

- Copying another student's answers on a quiz or exam;
- Using electronic devices (e.g., phones, pagers, computers, calculators) in an unauthorized manner during an exam;
- Copying another student's homework assignment;
- Submitting, in whole or in part, a paper that is not your own work (e.g., purchasing a paper on the internet or submitting another student's paper);
- Collaborating on a take-home exam assigned to be completed individually;
- Altering answers on a graded exam or assignment in order to resubmit your work for a better grade;
- Misrepresenting yourself online, including but not limited to, having another individual complete or submit work via your personal login to a course.

### **Plagiarizing**

Plagiarism is the act of using ideas and information from any source, published or unpublished, without proper attribution (e.g., from a book, journal, newspaper, report, speech, media broadcast, interview, or the internet). Includes but is not limited to:

- Quoting, paraphrasing, or otherwise using text from a source, for example, an online source, without crediting the author or noting the relevant URL;
- Copying sentences, phrases, or other language verbatim from a source without using quotation marks;
- Presenting work completed by another individual (including another student) as your own;
- Sharing files with another person outside of the requirements of the course.

### **Making Multiple Submissions**

- Submitting, without prior authorization, a paper or assignment completed for one class to fulfill a requirement for another class.

### **Fabricating Information**

- Using and/or submitting fabricated or altered information for any academic exercise or requirement; e.g., making up data for an experiment or citing non-existent sources in a paper;
- Fabricating or lying about reasons for requesting an extension on a quiz, exam, paper, or other assignment.

### **Using Materials in an Unauthorized Manner**

- Stealing or otherwise acquiring unauthorized access to examinations or faculty instructional materials;
- Removing books, periodicals, or other sources from the library without permission;
- Damaging books, periodicals, and other library sources;
- Keeping library and reference materials beyond permitted time with the intent of preventing others from using them (e.g., items on reserve).

### **Misrepresenting Academic Records**

- Misrepresenting or tampering with, or attempting to misrepresent or tamper with, any portion of an academic record either before, during, or after enrollment at Hamline;
- Forging a signature on any form;
- Altering, or attempting to alter, academic computer records;
- Falsifying academic information on a resume.

### **Facilitating Academic Dishonesty**

- Knowingly engaging in any act that facilitates the academic dishonesty of another student; e.g., permitting another student to copy your answers on a quiz, exam, or assignment;
- Giving or selling a quiz, exam, paper, or assignment to another student;
- Informing students in later sections of a class of questions on a quiz or exam.

### **Violations and Sanctions**

Violations of the Academic Honor Code will be dealt with seriously. If a student is accused of engaging in academic dishonesty in a class, the faculty member may decide on a sanction for the student (e.g., assign a



failing grade for an exam or the course). The student will be informed of the alleged violation, the evidence upon which the allegation is based, and the sanction to be imposed. The faculty member will file a violation report with the Office of the Provost, which will maintain a permanent record of reported student violations. Students may appeal to the Chair of the Department in which the course is housed. Should a student be dissatisfied with the decision of the Department Chair, the student may appeal to the Provost. The Provost's decision will be final.

Sanctions for students found to have engaged in academic dishonesty may include:

- Failing or receiving a lower grade on an exam, paper, or assignment;
- Failing or receiving a lower grade for a course;
- Academic suspension or expulsion.

## Academic Load

The typical program of study consists of 32 credits distributed annually over fall, winter, and spring terms. The maximum credit load allowed is 20 credits in the fall or spring terms, 4 credits in the winter term, and 8 credits in the summer term. (Exception: registration in a 0.5 or 1 credit mathematics or science seminar or theatre production experience is allowed beyond the maximum credit load.) Standard full-time tuition covers 12 to 18 credits in fall and spring. Additional tuition is charged to students who choose to take more than 18 credits; there are some courses which are exempt from the additional charges. Please see the Registration Guide for a list of exempt courses.

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

## Attendance

It is the student's responsibility to drop or withdraw from any classes they no longer plan to attend.

Students must attend the first class meeting of all courses for which they are registered. The instructor has the option to drop a student from a course if the student was not in attendance on the first day and had

not made prior arrangements with the instructor. If an instructor opts to drop a student for not attending the first day of class, the instructor will contact the Registration and Records office to have the student officially dropped from the class roster. The student will be notified by email. **Students must not assume they have been dropped if they did not attend the first day of class.**

Thereafter, students are responsible to their instructors for class attendance and for all required work in each course, including work missed because of absence. In dealing with class absences, the instructor may require make-up or additional work; may lower the student's final grade in the course; or may advise the student to withdraw. Academic penalties, including failure of a course, may be imposed for missing class meetings or late assignments.

Once the Add/Drop period has passed, students are not permitted to attend classes for which they are not registered.

## Excused Absences

Students who miss class to observe religious holidays or to attend political caucuses will not be penalized if arrangements are made with the instructor in advance.

In the event that schools and businesses in the vicinity where a commuting student lives have closed due to inclement weather and Hamline University has chosen to remain open, the individual commuting student should determine whether it is safe to travel to Hamline for classes. Should the student choose not to attend, the student should notify the instructor as soon as possible. The student will not be penalized for not attending class, but the student will be required to complete any missed assignments or exams.

## Class Standing

First-Year status: 0 to 31.99 credits

Sophomore status: 32.00 to 63.99 credits

Junior status: 64.00 to 95.99 credits

Senior status: 96 credits and above

## Course Cancellation

In the unlikely event that course enrollment does not reach a required minimum, a course may be canceled. Students will be notified via email as soon as the course has been officially canceled by the University.

## Course Evaluations

All students are expected to participate in the online course evaluation processes administered by the College of Liberal Arts, School of Business, and School of Education and Leadership. Students should consider course evaluations to be part of the work of the course, just like exams and assignments. Individual professors, the Faculty Personnel Committee, and the Dean's office staff read these evaluations carefully and make personnel decisions and curricular changes as a result of student feedback.

Access to view grades may be delayed if a student fails to complete the course evaluation during the open period.

## Course Numbers and Course Types

Hamline maintains high standards for student learning across the curriculum and throughout a student's undergraduate experience, but tailors specific expectations for course content, the type of student work, and the amount of prior knowledge or experience required for success to the level of the course (1000, 3000, or 5000).

- 1000 level courses are for the most part introductory to a field or discipline. They tend to involve more breadth than depth of inquiry. Expectations of prior knowledge and level of independent work in the field are commensurate with initial work at the college level.
- 3000 level courses tend to require some exposure to the field or discipline. They typically focus on more depth of content, increased student independence in the acquisition of material, and mastery of techniques and methods above what is expected in 1000 level courses.

- 5000 level courses require working knowledge of concepts and theories appropriate to the discipline. They are often tailored toward majors and involve active student application of disciplinary methods.

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

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

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

## Apprentice Teaching

(Course number 4030) Students may earn a maximum of 4 credits toward graduation through apprentice teaching. Apprentice teaching is graded on the Pass/No Pass scale only. Apprentice teachers assist faculty with their teaching responsibilities. Registration forms are available in the Student Administrative Services office or at [www.hamline.edu/registrar/forms](http://www.hamline.edu/registrar/forms) and are due by the last day to add classes in the term of registration.

## Collaborative Research

(Course number 4010) Collaborative research projects offer students the chance to pursue independent study in greater depth with a faculty member, often in conjunction with the professor's own research. These projects are commonly precursors to Departmental

Honors. Proposal forms are available in the Student Administrative Services office or at [www.hamline.edu/registrar/forms](http://www.hamline.edu/registrar/forms) and are due by the last day to add classes in the term of registration.

### **Departmental Honors**

(Course number 5010) Departmental Honors study is available to selected students. Refer to Honors at Graduation below.

### **Independent Study**

(Course numbers 1970, 3970, 5970) An independent study project is designed by the student to pursue an area of study not covered by the established curriculum. They are usually registered in a designated academic department but can be taken for interdisciplinary credit (INTD) if listed as such on the proposal form. Independent study projects are graded on the A-F scale.

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

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

### **Individual Study**

(Course numbers are as designated in the curriculum section) If a course is not offered during the term the student needs to take it, students may take the course on an individual study basis with instructor permission. Instructors work individually with students to complete the coursework.

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

### **Internships**

Internships are student planned and directed learning experiences that provide opportunities to integrate academic, professional, and personal skill development. The internship program allows students to experience supervised, meaningful work in a professional setting. To receive credit for an internship, students must work a minimum of 120 hours (150 hours for Legal Studies internships) at the internship work site and complete academic and reflective work under the supervision of a Hamline faculty member. Students must submit a LEAP Learning Agreement (LLA) to the Career Development Center (CDC), as well as two internship performance evaluations by the designated due dates for all registered internships. All internship forms are available in the CDC, and internship-related due dates, policies and procedures may be found on the CDC website ([www.hamline.edu/internships](http://www.hamline.edu/internships)).

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

1. Individual Internships (course number 3990): Internships that are completed by students independent of a seminar or practicum class. Students may register for a 4-credit or 2-credit internship. All registered internships fulfill the LEAP requirement of the Hamline Plan. Individual internships are graded using the designation HP (high pass), P (pass), or N (no credit). These grades are not calculated in the GPA. With instructor permission, a student may opt to be graded on the A-F grading scale by indicating this choice on the LLA form. Individual internship credits are considered to be interdisciplinary credits (INTD) unless approved for major or minor credit by a department chair on the LLA.

2. Seminar or practicum classes (course numbers vary by department): Internships that are completed as part of a seminar or practicum class. These courses satisfy major, minor, or certificate requirements. Credit is awarded for the seminar/course and internship combined, and the number of credits varies by department.

Registration for an internship is due by the last day to add classes for that term. No more than 12 internship credits can be applied toward a degree. Assistance with the internship search and paperwork processes is available with the Internship Program Coordinator and staff in the Career Development Center.

### **Special Topics Courses**

(Course numbers 1980, 3980, 5980) Courses designated with these numbers are Special Topics and are not part of the regular university curriculum. A student's major or minor advisor or department chair must grant permission to use Special Topics courses toward major or minor requirements.

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

### **Course Prerequisites and Schedules**

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

Students are permitted to register for a course that requires prerequisites provided the prerequisite coursework is in progress at the time of registration. However, if the final grade earned in the prerequisite coursework is insufficient, that registration will be voided. The University may drop a student from any course for which the prerequisite grade standards have not been met.

A student administratively dropped from a course for not meeting prerequisite standards will be required to

consult with Academic Advising and/or their faculty advisor to ensure that they maintain the appropriate course load and continue to make academic progress toward their degree.

### **Coursework Taken at Other Institutions**

A student registered at Hamline in a degree program should consult his or her advisor (for coursework to be applied to a major or minor) or the Registration and Records office (for general education coursework) before enrolling for academic work at another institution. The purpose of this consultation is to gain assurance in advance that the proposed study will be accepted for transfer to Hamline. The chair of the academic department must approve academic work to be credited toward the major or minor.

For detailed policies and procedures, please see the Transfer of Credit section.

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

- courses taken through the ACTC exchange program;
- courses taken through the Higher Education Consortium for Urban Affairs (HECUA);
- courses sponsored by the Upper Midwest Association for Intercultural Education (UMAIE);
- courses taken through the Council of Independent Colleges Online Course Sharing Consortium (via Acadeum);
- integral Hamline programs sponsored by other institutions. This applies only to work taken while registered as a degree-seeking Hamline student.

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

### **Credit Value**

The standard unit of measurement is the semester credit. Hamline University uses the definition of a credit

hour as recommended by the US Department of Education:

### **Federal Credit Hour Definition**

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than: (1) one academic hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

This definition of a credit hour applies to courses at all levels. However, any college within the University may choose to set a policy requiring learning outcomes equivalent to more work than is defined in the federal credit hour definition.

The majority of courses carry a value of 4 credits, however, credits do vary. The number of credits associated with individual courses is indicated in the class listings.

For purposes of transferring credits, 6 quarter credits or 1 term credit is equivalent to 4 semester credits. Quarter credits may be converted into semester credits by dividing the number of quarter credits by 1.5 (or multiplying by 0.667). Term credits may be converted into semester credits by multiplying the number of term credits by 4.

### **Dean's List**

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

- a term GPA of 3.500 or higher;

- satisfactory completion of at least 16 credits for the term;
- a minimum of 16 credits graded on the A-F scale for the term.

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

### **Email and Official University Communication**

All degree-seeking students are required to use their official Hamline email (Google) accounts and are responsible for attending to any message sent to their Hamline account. Many official university communications are sent only via email such as issues related to registration, finances, graduation, and important deadlines. Student email accounts are generated when students register for classes for the first time.

### **Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) was designed to protect the privacy of student education records. FERPA affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) Hamline University intends to comply fully with the Act as outlined below. Annual notification of rights under FERPA is sent to students by email. Students who have questions or wish to take action with respect to any of the FERPA rights listed below should contact the Registration and Records office ([registrar@hamline.edu](mailto:registrar@hamline.edu) or 651-523-3000).

### **Definitions**

- **Education Records:** Education records include records directly related to a student and maintained by the institution but exclude records maintained by individuals and

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

- **Directory Information:** FERPA uses the term "Directory Information" to refer to those categories of personally identifiable information that may be released for any purpose at the discretion of Hamline University without notification of the request or disclosure to the student. Directory Information includes the following: student name; address; email address; phone number; date and place of birth; dates of attendance; class standing; enrollment status (full-time, part-time, not enrolled); major and minor fields of study; degrees, honors, and awards received (including dates); anticipated date of graduation and anticipated degree(s); participation in officially recognized sports and activities; physical factors (height and weight) of members of athletic teams; photographs taken and maintained by the university; and previous institutions attended. Hamline University releases directory information to military recruiters as required by the Solomon Amendment.

## **Rights Afforded by FERPA**

1. **The right to inspect and review the student's own education records** – Eligible students have the right to review their education records within 45 days after the day Hamline University receives a request for access. Student records are available to them with the following

exceptions: confidential letters of recommendation submitted prior to 1975; records of their parents' financial status; records related to their student employment that are subject to other laws and are administered by the Human Resources office; medical and psychological records, which will be released only to a healthcare professional designated by the student; and, if the student signed a voluntary waiver of access, letters of recommendation related to admission, candidacy for awards, and candidacy for employment – these records may be used only for the purpose originally intended. To review their records, students must submit a signed, written request to the Registrar identifying the records they wish to inspect.

2. **The right to request an amendment of the education record** – Eligible students have the right to seek amendment of education records that they believe to be inaccurate, misleading, or otherwise in violation of their privacy rights under FERPA. A student who wishes to ask Hamline University to amend a record must submit a written request to the Registration and Records office. This request must clearly identify the part of the record they wish to change, and specify why it is inaccurate or misleading. If the university decides not to amend the record, the Registrar will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the student with the notification.
3. **The right to provide written consent before personally identifiable information is disclosed, except when FERPA authorizes disclosure without consent** – Eligible students have the right to provide written consent before the university discloses personally identifiable information from their education records, except to the extent that FERPA authorizes disclosure without consent. One such exception

is disclosure to school officials with legitimate educational interest. A "school official" is a person employed by Hamline University in an administrative, supervisory, academic, research, or support staff position (including law enforcement personnel and health staff); contractors, consultants, volunteers, and other outside service providers used by Hamline University to perform institutional services and functions; a person serving on the Board of Trustees; or a student serving on an official committee or assisting another school official. A school official has a "legitimate educational interest" if they must review an education record in order to fulfill professional responsibility. Upon request, Hamline University discloses education records without consent to officials of another school in which the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.

4. **The right to file a complaint** - Eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Hamline University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC, 20202.
5. **The right to withhold disclosure of directory information** - Currently enrolled students may withhold the release of their directory information, as defined above (except to school officials with legitimate educational interest), by electing confidentiality. To elect confidentiality, students must file a signed Request for Confidential Status of Directory Information with the Office of Registration and Records. Once confidentiality status is designated, it will remain in effect until the student requests in writing that it be removed, even after the student has graduated or

otherwise left the university. Electing confidentiality has significant consequences which should be carefully considered. Once a student's record has been made confidential, any requests for directory information from persons or organizations outside of Hamline University (such as a degree verification request from a prospective employer) will be refused.

### **Release of Student Information**

Except as specified below, non-directory information will be released only upon signed consent from the student. Any such release will include a notice that further release by the recipient is prohibited by law. A record of the release will be maintained.

In addition to the exceptions listed in item 3 above, FERPA permits the disclosure of personally identifiable information from students' educational records without consent: To federal officers as prescribed by law; as required by state law; to agencies or individuals conducting educational research (provided that the administrator of the records is satisfied concerning the legitimacy of the research effort and the confidentiality to be maintained by the researcher); to agencies responsible for accreditation of the institution or its programs; to parents if the student is a dependent as defined by the IRS for tax purposes; to comply with a judicial order or lawfully issued subpoena; and to institutional security officers when necessary for a criminal investigation.

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

### **Retention of Records**

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

## Final Examinations

Final examinations are held at the end of each term according to a schedule established by the Registration and Records office. No final examination may be taken before the regularly scheduled time. Students are not required to take more than two final exams per day in any given term. Students who are scheduled to take more than two final exams on the same day should show their student class schedule to their instructors, and instructors will make reasonable accommodations to adjust the student's exam dates.

## Financial Hold: Restrictions on Registration and Release of Academic Records

Students who have a past due balance on their Hamline University student account will be placed on financial hold. This financial hold prevents registration for courses or changes to a student's registration schedule. Financial holds above a certain threshold prevent release of official transcripts. In addition, diplomas will not be released until all financial obligations are paid in full.

## Four-Year Assurance of Graduation

First-year students at Hamline University may enter into a partnership with the institution to ensure completion of their bachelor's degree within four years. The student and the university share the responsibility for the success of this endeavor. Should Hamline fail to meet its responsibilities, and provided the student fulfilled her/his responsibilities, the university will provide the additional course or courses needed to complete the degree in the following academic year at no additional tuition cost. Fees and Room and Board are not covered.

A college education requires significant individual responsibility on the part of students. Hamline has in place a proven system of support to facilitate student choice and aid in student intellectual development and the attainment of educational goals. The Hamline Plan, faculty advisors, and academic and student services help students develop and find success in a four-year

time frame. The Four-Year Assurance of Graduation does not apply to transfer students.

## Student Responsibilities

- Each year students must successfully complete 32 semester credits.
- Students must satisfactorily earn at least a 2.00 GPA each term (passing all major courses with grades of C- or better).
- Students must consult with faculty advisors prior to the opening of registration to ensure the timely completion of the Hamline Plan.
- Students must declare a major by the end of the sophomore year\* and work in a timely fashion to complete *Undergraduate Bulletin* stated requirements.
- Students must register for classes at the times scheduled by the Registration and Records office, according to their class standing.
- Students must apply to graduate by the end of their junior year.

## Hamline Responsibilities

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

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

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



## Grade Definitions and Grading Information

Grade	Honor Points	Definitions
A	4.0	Excellent
A -	3.7	
B +	3.3	
B	3.0	Good
B -	2.7	
C +	2.3	
C	2.0	Fair
C -	1.7	
D +	1.3	
D	1.0	Barely Passing
D -	0.7	
F	0.0	Failing (no credit)
HP	*	High Pass
P	*	Pass (equal to a C- grade or better)
LP	*	Low Pass (equal to a D+, D, or D- grade)
N	*	No Pass (no credit awarded)
AU	*	Audit (no credit given)
EX	*	Grade extended to subsequent term
I	*	Incomplete (converts to F or N if not completed within four months)
NG	*	No Grade Reported
TR	*	Transferred coursework
W	*	Withdrawn

\* Not computed in GPA.

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

## Auditing Courses

Full-time students may audit courses without extra charge with permission of the instructor involved. Such auditing must be recorded with the Registration and Records office. A \$250 fee is charged for part-time and visiting students choosing to audit. An audit registration form is available in Student Administrative Services or at [www.hamline.edu/registrar/forms](http://www.hamline.edu/registrar/forms). A final grade of AU is assigned to the student's permanent record. No credit is earned. An audit is irreversible; once registration is entered on an audit basis, it cannot be changed to a credit basis.

## Incompletes

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

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

Note: Instructors submit "I" grades as part of the normal grade submission process before a term's grading deadline. However, the instructor must also file an agreement for an incomplete (completed between the undergraduate student and the instructor) with their department chair before the final grade deadline for the term. The form is available at [www.hamline.edu/registrar/forms](http://www.hamline.edu/registrar/forms).

## Pass/No Pass Grading Option

Students are allowed to choose the pass/no pass grade option for one course each academic year at Hamline. The pass/no pass grading scale includes the

following grades: HP (high pass); P (pass) equivalent to C- higher; LP (low pass) equivalent to grades of D+, D, or D-; or N (no pass). Students must declare their intent to take a course pass/no pass by the last day to withdraw from courses for that term. The pass/no pass form must be signed by the department chair of the course to be taken and delivered to the Student Administrative Services office by the published deadline. **Once declared, the pass/no pass decision is irreversible.**

Not all courses may be taken on a pass/no pass basis (first-year seminar, for example). Academic departments are under no obligation to offer a pass/no pass option in a class. Courses required in a student's major should not ordinarily be taken P/N and some departments do not allow P/N options to majors. Students on academic probation may not take a course pass/no pass. Internships, student teaching, and courses designated pass/no pass do not count in the student's one-per-year limit. Please see the **Honors at Graduation (Latin Honors)** policy for information related to pass/no pass grading and honors.

### **Repeat of D, F, or N Grades**

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

## **Grade Change and Appeal**

### **Faculty Initiated Grade Change**

Faculty members may change a student's initial grade up to one year after the grade was initially due. Grade changes are made by the instructor in Workday. Requests for grade changes after one year require approval of the respective dean's office, and should be sent to the Office of Registration and Records.

## **Student Initiated Grade Change and Appeal**

### **Grade Change**

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

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

A decision regarding a requested grade change will be made by the faculty member within three weeks. The faculty member will notify the student of the decision regarding the grade change, and, if the faculty member decides to change the course grade, the faculty member will also complete the Grade Change Form. The Registrar will send confirmation of the grade change to the faculty member and student.

### **Grade Appeal**

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

arbitrary or capricious basis. "Arbitrary or capricious" implies that:

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

### **Grade appeal process**

1. The student must first communicate with the instructor and request a grade change under the grade change process identified above.
2. If the student is unsuccessful in achieving a grade change and wishes to further pursue the matter, he or she must submit a completed Grade Appeal Request Form, with all materials supporting the grade appeal, to the department chairperson or designated academic administrator (or Dean, if the department chairperson or designated academic administrator was the instructor). Students can download the Grade Appeal Request Form at [hamline.edu/registrar/forms](http://hamline.edu/registrar/forms). The student is to complete Part 1. Department chair or dean will complete Part 2. Both forms, completed and signed, are required.
3. The student must request the grade appeal no later than six months following the end of the academic term in which the course was taken, or within 30 calendar days of notification from the instructor as to the decision on the grade change request, whichever is later. Any application for a grade appeal after this deadline will not be accepted.
4. The department chairperson or designated academic administrator (or Dean, if the department chairperson or designated academic administrator was the instructor) will consider the appeal and may request

additional information if needed for consideration of the grade appeal.

5. The department chairperson or designated academic administrator (or Dean where applicable) will make his or her best effort to communicate with the instructor regarding any grade appeal and allow for input from the instructor.
6. A decision will be made by the department chairperson or designated academic administrator (or Dean where applicable) within three weeks of receiving the Grade Appeal Request Form. This time line and the proceedings under this policy may be adjusted at the discretion of the department chairperson or designated academic administrator (or Dean where applicable) in the circumstances where the student has alleged a violation covered by the Discrimination and Harassment Policy in the award of a final grade.
7. The department chairperson or designated academic administrator (or Dean where applicable) will provide notification of the decision to the student, the instructor, the Dean, and the Registrar, and will provide the student a copy of the Grade Appeal Request Form with the department chairperson's or designated academic administrator's section completed.
8. If the student wishes to appeal the initial grade appeal decision, he or she may request, in writing, a review by the Dean of the department in which the course was taught. If the department chairperson or designated academic administrator was the instructor of the course and the Dean decided the initial grade appeal, the student may appeal by requesting, in writing, a review by the Provost. The written request in either event must include a copy of the Grade Appeal Request Form, as completed by the person who decided the initial appeal, and all documents submitted with the form. The request must be received within 30 calendar days of the date that the

student was notified of the initial grade appeal decision. The Dean or Provost shall make a decision within 30 calendar days of receipt of the appeal materials. This decision is final.

9. The Dean or Provost will notify the student and the instructor of the final decision and provide the student a copy of the Grade Appeal Request Form with the Dean's section completed. The Dean, or the Provost, will notify the Registrar of any course grade change.

## Graduation Application (Apply for Program Completion)

To satisfy the student responsibilities outlined in the Hamline Four-Year Assurance of Graduation partnership (see Four-Year Assurance above), students must apply for program completion by the end of their junior year.

Applying to graduate is different and separate from registering to participate in the Commencement ceremony. Once a student has applied to graduate, they receive routine updates regarding progress toward meeting all graduation requirements.

## Graduation, Commencement, and Diplomas

Although the words are often interchanged, "graduation" and "commencement" have different meanings. Graduation occurs when a student has fulfilled all degree requirements. A student may graduate at any point during the academic year, as long as all degree requirements are met. The degree conferral date is the date when final requirements are met or the end of term.

Commencement is a ceremony held to celebrate the academic achievements of Hamline University students. Participation in commencement does not mean that a student has graduated. A student will not graduate and a degree will not be conferred until all requirements are met, regardless of participation in the commencement ceremony.

Hamline University holds one commencement ceremony each year at the end of spring term. Students

who have not yet completed all degree requirements may participate in commencement provided that all remaining requirements will be completed during the summer following commencement.

Completion of all degree requirements and clearance of all financial obligations is required in order to receive a diploma. Diplomas are distributed four times per year, following each term in which students may graduate.

## Honors at Graduation

### University Honors

Graduation with University Honors indicates that a student has participated in and successfully completed the University Honors program, Hamline's most comprehensive honors program. Students in University Honors are required to excel in four areas, spanning the curricular and co-curricular realms: academic excellence, undergraduate research, contributions to community, and development as a lifelong learner. To graduate with University Honors, students must write their own honors proposals, laying out what they plan to do in each of the four areas, must achieve their stated goals, must reflect on all aspects of their honors achievements, must participate in University Honors events, and must successfully present their honors achievements at a capstone presentation before graduation.

### Latin Honors

Graduation with Latin honors—*cum laude*, *magna cum laude*, and *summa cum laude*—indicates superior attainment in scholarship as reflected in a student's GPA. To achieve Latin Honors upon graduation, students must have 52 or more credits graded on an A-F scale and earned in Hamline courses or under cross-registration with ACTC colleges and meet the following minimum cumulative GPA requirements: *cum laude*, 3.500; *magna cum laude*, 3.750; *summa cum laude*, 3.900. For the purposes of calculating Latin honors, GPAs are not rounded. Latin honors are awarded only upon completion of all degree requirements. Due to timing of final grades, Latin honors for the commencement program are calculated after J-Term.

## **Distinction in the Major: Departmental Honors**

Graduation with distinction in the major indicates that a student has completed a Departmental Honors Project (DHP), a long-term capstone project that exhibits rigorous scholarship, originality of thought, relevance to the discipline, and excellence in the field. DHPs may emerge out of previous coursework, study-abroad experiences, collaborative research projects, or students' intellectual passions. To be eligible to pursue DHPs, students must have a minimum GPA of 3.25 in the major and must have demonstrated a competency for pursuing independent work. Students usually begin formal work on DHPs in the spring of the junior year, and complete the DHP in the spring of the senior year. All DHPs must be defended before a committee of four, comprised of both members of the faculty and one or more experts from outside of Hamline.

## **Leave of Absence and Withdrawal**

### **Leave of Absence**

Students may request a leave of absence for academic, personal, or medical reasons. Requests for leaves of absence should be made to the Center for Academic Success and Achievement (CASA). The deadline to take a leave of absence coincides with the last day to withdraw from a full-term class with a notation of "W" on the transcript. The academic calendar (see <https://www.hamline.edu/about/offices-services/registration-records/academic-calendars>) is published annually and contains specific dates and deadlines. A leave may be granted for up to one full academic year. Should a student wish to extend this leave beyond a year they must make the request to do so in writing to personnel in CASA, and must provide relevant documentation of the reason for the extension. The decision to grant an extension beyond one academic year will be at the discretion of CASA personnel. Students not requesting an extension will be automatically withdrawn from the university after census day of the following term.

## **Withdrawal**

Undergraduate students who wish to withdraw from the university must inform CASA. Refunds and course cancellations will be arranged only upon such written notification. Withdrawal from the university results in the forfeiture of any Hamline grants or scholarships. A student who later wishes to return must apply for readmission through Registration and Records (and will not be eligible for grants and scholarships that had been awarded originally).

## **Military Leave**

If an enrolled student is called to active U.S. military service, s/he should follow the standard procedures for taking a leave of absence from Hamline University. Undergraduate students should meet with an advisor in the Center for Academic Success and Achievement. Graduate students should contact the Registrar in the Student Administrative Services office. The student should provide a copy of their military orders.

### **Leave during the add/drop period**

If the student is called to active duty during the standard add/drop period, they will be dropped from their courses for that term. The student will receive a full tuition refund and the courses will not appear on their transcript.

### **Leave during the percentage withdrawal period**

If the student is called to active duty during the percentage withdrawal period, the tuition and financial aid calculations will be processed as usual. The student will receive a grade of W for all courses for that semester.

### **Leave after the withdrawal period**

If the student is called to active duty after the withdrawal period has ended, the student's military orders will serve as a petition for late withdrawal. The student will be withdrawn from all courses. No tuition will be refunded and the student will receive W (withdrawal) notations for all courses for that semester.

## Future tuition credit

Students who are determined to have paid tuition during the semester they are called to active duty are eligible to receive a credit for the amount paid.

Following the withdrawal process, the amount of tuition paid will be determined by Student Accounts and Financial Aid in consultation with the Registrar's office. Tuition paid includes cash or check, student loans, Pell Grant, Minnesota State Grant, SEOG and outside scholarships. Hamline scholarships and grants are not included in determining the future credit. The student will receive a letter stating the amount and terms for the credit. A copy of the letter will be kept on file in Financial Aid and the Registrar's Office. The Financial Aid Office will apply the credit to the student's account during the term the student re-enrolls. The credit will be valid no more than three years from the date the student commences the non-voluntary military leave.

## Name and Gender Changes

All official name and/or gender change requests for current and former students must be made to Registration and Records through Workday or the Name Change form at [www.hamline.edu/registrar/forms](http://www.hamline.edu/registrar/forms).

### Name Changes

All current and former students have the opportunity to change their names on institutional records upon the production of evidence showing the student name has been officially changed, accompanied by a written request from the student. A copy of a court order, a marriage certificate, or a dissolution decree reflecting the new name in full are examples of the evidence required to support an official name change. Minor changes in names can be made without a court order at the discretion of the Registrar (for example, spelling corrections or revisions). In these instances the student must provide documentation such as a current driver's license with photo, Social Security card, or resident alien card. Note that diplomas are issued with the student's legal name unless otherwise requested in writing.

## Gender Changes

A copy of a court order is required, along with a written request from the student in order to change gender on institutional records.

## Onboarding

Prior to registration opening for each fall and spring, students will be required to do onboarding tasks in Workday. These tasks include: review and agree to the Financial Agreement and Disclosures, review and agree to the the Financial Aid Communication and Disclosure, review the FERPA policy, consent to receive the 1098-T tax form electronically, review and make any needed updates to contact information, review or designate friends and family and third party users.

## Petitions

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

## Probation and Dismissal, Academic

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

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

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

Academic probation or dismissal status may affect student athletes' eligibility to compete. Student athletes should contact the Hamline University athletic compliance director with concerns regarding the NCAA eligibility policy. The Student Progress Committee makes all decisions regarding probation and dismissal. Students who are placed on academic probation have the next term for which they are enrolled to remove themselves from probation. Students not removed from probation within this period are subject to dismissal from the university. After a minimum of one semester after having been dismissed, a student may apply for readmission to Hamline University through the Office of Registration and Records.

## Registration: Adding, Dropping, and Withdrawing from Courses

Students are required to register at specified times as indicated on the academic calendar. Priority is based on the number of credits completed and in progress at the time of registration. Registration is processed on a first-come, first-served basis. Students with registration holds may not register for courses, or make changes to their registration, until the hold (financial or administrative) is released.

Registration resources:

- [Academic Calendars](#)
- [Registration Instructions](#)
- [Course Offerings](#).

Students are responsible for accurate registration; credit can be received only for those courses in which a student is properly registered. It is the student's responsibility to drop or withdraw from any courses they no longer plan to attend. Students who remain unregistered at the end of the add/drop period, and have not requested an official leave of absence through the Center for Academic Success and Achievement (CASA), will be administratively withdrawn from the university. New students register for their first semester through CASA.

Students should review their current classes in Workday to confirm their schedule is accurate anytime a change is requested.

## Adding Courses

Once registration opens for an academic period, students may add courses to their schedule in Workday until the first day of that academic period. During the add/drop period at the beginning of each term, all course adds require instructor permission. Students submit their registration request, along with the instructor's approval, to the Registration and Records office by email or in person.

The maximum academic load in fall and spring terms is 20 credits, however, full-time tuition for those periods covers 12-18 credits. Registration over 18 credits may incur additional tuition charges. See Academic Load above for more detail.

- **Special Registrations:** Independent studies, internships, honors projects, and other individual projects require specific registration forms and approvals. The forms are available online or at the appropriate office. The student is responsible for obtaining all necessary permissions before submitting the registration request to Student Administrative Services.
- **Cross-School or Cross-Program Registration:** Students who wish to enroll in a course that is outside of their admitted program need permission from their program chair/director and the chair/director of the program to which the course belongs. The necessary form is available at [www.hamline.edu/registrar/forms](http://www.hamline.edu/registrar/forms). Students may not register across the undergraduate On Campus and Online Degree Completion programs.
- **Non-Degree/ Visiting Students:** Non-degree, visiting students register by mail, email, fax, or in person in the Student Administrative Services office using the form provided at [www.hamline.edu/registrar/forms](http://www.hamline.edu/registrar/forms). Early registration is recommended as classes may fill. However, students may register for courses up until the first day of class as long as the course is still open.



## Dropping Courses

Dropping a course means that the course will no longer appear on the student's schedule and will not be recorded on the student's transcript. During the add/drop period at the beginning of each term, students may drop courses in Workday.

## Withdrawing from Courses

Students who wish to stop participating in a course after the add/drop period must withdraw from that course. Withdrawing means that the course will appear on the student's transcript with a grade of "W." Students must withdraw from courses by the published withdraw deadline.

For information related to withdrawal from Hamline University, please see the Leave of Absence or Withdrawal section above.

## Third Party Users

Students may designate trusted individuals, such as parents or guardians, as Third Party Users in Workday. Creating a third party account allows students to release selected confidential information, such as financial aid awards, student account and billing information, grades, and class schedules, to the person or persons they choose. This confidential information is protected by federal law (Family Educational Rights and Privacy Act, commonly called FERPA) and Hamline University cannot release it to third parties without the student's authorization.

By establishing and granting access rights to designated third party users, the student authorizes Hamline University to release the information that the student has selected to their third party through Workday, verbally, or by email. Students may update these access rights or delete their third party accounts at any time by updating their Friends and Family preferences in Workday.

## Transcripts

Hamline provides both electronic and paper official transcripts. For the protection of current and former students, all requests for official transcripts must be ordered online through Workday or Parchment, or

accompanied by a signed release from the student. No official transcript will be released until all financial obligations to Hamline have been met, except as required by law. For more information about transcripts, see [www.hamline.edu/transcript](http://www.hamline.edu/transcript).

## Workday

Workday is Hamline University's secure student information system. All current Hamline University students are expected to check Workday regularly for notifications and inbox to-do items. Students use Workday to find course sections prior to registration, register for classes, access their academic history and grades, track their academic progress, request official transcripts, make payments to student accounts, maintain current contact information, and various other functions. Students receive their Workday login information upon admission to Hamline.



# Admission to Hamline University

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

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

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

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

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

While admission interviews are not required of all applicants, they are strongly encouraged. In addition to the requested application materials, some applicants

may be asked to provide the results of additional coursework, and/or complete an admission interview.

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

## Admission for First-Year Students

The university offers three admission plans for first-year students: early decision, early action and regular decision. Students applying under the early decision plan should be sure that all application materials are on file at the Office of Undergraduate Admission by November 1. Hamline's early decision program is binding: if you are admitted you agree to attend Hamline\*. Students applying under the early action plan should be sure that all application materials are on file at the Office of Undergraduate Admission by December 1. Hamline's early action program is non-binding; you may apply to other colleges. Students applying under the regular decision plan should be sure that all application materials are on file at the Office of Undergraduate Admission by January 15. Hamline's regular decision program is non-binding; you may apply to other colleges. Students applying after January 15 will be considered under the rolling admission plan. Completed applications will be reviewed on a rolling basis.

\*Early Decision students can only cancel their acceptance if the university's overall costs, minus financial aid, would cause undue hardship.

Students applying for first-year admission to the university must submit the following credentials:

1. An application form completed by the applicant. Hamline accepts the Common Application. Students may apply online at [www.hamline.edu/apply/](http://www.hamline.edu/apply/).
2. An official secondary school transcript. Students may submit transcripts from ninth through eleventh grades and a list of senior year courses with the understanding that full admission is granted only after the receipt and

approval by the admission committee of the final year's record. In many cases, grades earned during the first semester of the senior year will be requested before a decision is made. Official transcripts must be sent directly to the Office of Undergraduate Admission by the secondary school. First-year student applicants who have earned college credit before graduating from secondary school must list the colleges they have attended on the application and contact those colleges and request that official college transcripts be sent to Hamline University (see the Transfer of Credit section of this Bulletin).

3. The results of the ACT or the SAT. It is recommended that the ACT or SAT be taken late in the junior year or early in the senior year. When registering for the tests, students should request that copies of the score results be sent to Hamline University. The ACT institution code for Hamline is 2114, the SAT code is 6265. Hamline does not accept new test scores from admitted students, after March 31st of their senior year of high school.
4. Applicants should submit at least one teacher or counselor recommendation.
5. Other information as requested by the admission committee during consideration of an individual applicant. Such information might include recommendations, SAT or ACT writing exams, the results of additional coursework, and/or a formal admission interview. Hamline University is a member of the National Association for College Admission Counseling and adheres to the *Statement of Principles of Good Practice*.

### **Accepting an Offer of Admission**

Admitted first-year students accept the offer of admission by submitting a nonrefundable \$400 enrollment deposit. This deposit may be paid after notification of admission. For all new first-year students, Hamline honors NACAC's National Decision Day of May 1.

All matriculating first-year students must submit final transcripts from their secondary school. The college reserves the right to withdraw admission/enrollment for students who fail to perform adequately in their final term(s) of high school after accepting an offer of admission.

### **Admission for On-Campus Transfer Students**

Transfer students are offered admission plans for both fall and spring terms. The early action deadlines for transfer student admission are March 15 for fall term and November 15 for spring term. Hamline's early action program is non-binding; you may apply to other colleges. The regular decision deadlines for transfer student admission are August 1 for fall term and January 10 for the spring term. Applications received after these dates will be reviewed based on space availability.

### **Community College Transfer Students**

The university welcomes students from community and junior colleges to transfer to Hamline for their final years of undergraduate work. In most cases, students who transfer to the university after having completed an associate degree or two years of comparable work will have acquired sufficient scope in their program to satisfy a large portion of the general education goals of the Hamline curriculum. A maximum of 96 quarter hours or 64 semester hours of work from two-year colleges will be accepted as transfer credit. Hamline offers a two-year assurance of graduation with a Bachelor of Arts degree to students who complete an Associate of Arts degree and meet the eligibility requirements.

Community college students who are planning to transfer to Hamline are encouraged to consult with the Office of Undergraduate Admission in order to correlate their coursework with Hamline's curriculum guidelines.

### **Four-Year College Transfer Students**

Students planning to transfer to Hamline University from accredited institutions of collegiate rank should ordinarily transfer early enough in their college career

to permit at least two full years of study at Hamline. Students who have completed more than two years of study should schedule an admission interview with a member of the admission staff.

### **Requirements for Transfer Admission**

To be considered for admission to Hamline, the applicant must have graduated from or be eligible to return to the institution from which he or she wishes to transfer. Students who have earned college credit after secondary school graduation apply as transfer students.

Students applying for transfer admission to the university must file the following credentials:

1. An application form completed by the applicant. Students may apply online at [www.hamline.edu/apply/](http://www.hamline.edu/apply/).
2. Official copies of all previously attended college transcripts, even if no grade and/or degree was given. Transcripts must be sent directly from the previous college(s) to the Office of Undergraduate Admission.
3. A Dean of Students form. This form verifies enrollment at your current or most recent institution and must be sent directly from that institution.
4. Official secondary school transcripts and test scores if the applicant has completed fewer than 24 semester hours or 36 quarter hours at the time of application or has graduated from high school within the past five years.

### **Accepting an Offer of Admission**

Admitted transfer students accept the offer of admission by submitting a nonrefundable \$400 enrollment deposit. This deposit may be paid after notification of admission.

### **Admission for Online Bachelor's Degree Completion Students**

Applications for the online degree completion program are processed on a rolling basis. The priority application deadlines are August 6 for fall term, December 17 for

spring term, and April 15 for summer term. Applications submitted after deadlines will be considered if space and time permits.

To be considered for admission to Hamline's undergraduate online degree completion program, students must demonstrate:

- A GPA of 2.0 or higher in prior college coursework
- Two or more years of full-time equivalent professional work experience
- At least 40 transferable semester credits, which must include a college-level composition course
- Students applying for the Bachelor of Arts in Psychology must have completed a transferable course in general psychology

Students applying for admission to the online degree completion program must file the following credentials:

1. An online application (no fee for US residents), which includes a résumé or statement detailing your work experience, and a short statement about why you are interested in Hamline
2. Official transcripts from each college attended

### **International Student Admission**

Applicants must complete a college preparatory program before enrolling. All applicants for admission must demonstrate their ability to be successful in college courses where English is the language of instruction. Students whose first language is English should file the results of one of the tests described under Admission Procedure for First-Year Students (i.e. SAT or ACT).

Students whose first language is not English can also take the SAT or ACT or demonstrate a proficiency in English by scoring a minimum of 550 on the written TOEFL examination, 79 on the Internet-based TOEFL, IELTS score of 6.5, or through the completion of an approved English as a Second Language program (please contact admissions for more information). Students who will need additional training in English before beginning their college work are encouraged to attend an English as a Second Language program.

Hamline University supports international student enrollment by providing international programming and an advisor on campus through the Global Engagement Center (GEC). The advisor is available to assist international students in adjusting to the university's academic programs, in immigration matters, and in taking fullest advantage of the academic and social opportunities the university provides.

## **New Student Housing**

On-campus residence is not required but is very strongly recommended for new students. Seventy-five percent of first-year students choose to live on campus.

No additional deposit is collected for undergraduate students who apply to live on campus. See your individual housing contract for additional housing information.

## **Early Admission**

Students who have not completed a secondary school diploma or who have graduated from non-accredited high schools may be admitted as degree seeking students upon application review and provided they are recommended for such admission by their secondary school. Students must demonstrate through their coursework, test results, personal statement, and an admission interview that they are capable of satisfactory work at a selective liberal arts college.

Students who have not completed secondary school may also be considered for admission as special students under the Minnesota Post-Secondary Enrollment Options (PSEO) Program. These options are designed to provide talented high school seniors and juniors the opportunity to broaden their educational backgrounds through college-level classes. Admission is very selective and enrollment is limited.

Additional information about the PSEO Program is available from the Office of Undergraduate Admission.

## **Non-degree Seeking and Visiting Students**

Students who are not degree candidates may enroll in Hamline courses provided they satisfy the requirements

of the instructors concerned and are registered properly. Students planning to enroll as non-degree, visiting students should contact the Office of Registration and Records for information and forms.

## **Postbaccalaureate Students**

Students who have already completed a college degree and would like to enroll in the forensic science certificate program should contact the Office of Graduate Admission. The admission staff will provide program information and an application form.

## **Readmission of Students**

Former students who wish to return to Hamline after any interruption of registration must apply for readmission unless they have been on an approved leave of absence. Students wanting to be readmitted to Hamline should contact the Office of Registration and Records for information and application forms. If a student has taken courses at another college since leaving Hamline, an official transcript is required from each college the student has attended.

Students who interrupt enrollment for more than one academic year must fulfill the *Bulletin* requirements in effect at the time of reentry/readmission, or they may opt to fulfill the requirements published in the last previous *Bulletin*. Only with written approval of the appropriate department chairperson or program director can students elect to fulfill the requirements of any previous *Bulletin*.

## **Veterans**

Hamline is approved by the Veterans Administration for the education of veterans under the provisions of the Vocational Rehabilitation Act (Public Law 16 and the Vocational 894). A certificate of eligibility should be secured by the veteran from the regional office of the Veterans Administration and presented to the Student Administrative Services office prior to registration. Hamline is responsible for certifying, training, and transmitting necessary credentials and information to the Veterans Administration. For more information and to contact the VA Certifying Official, go to [www.hamline.edu/veterans](http://www.hamline.edu/veterans).

# Tuition and Fees

## Student Accounts Office

113E East Hall

651-523-3000

studentaccounts@hamline.edu

[www.hamline.edu/studentaccounts](http://www.hamline.edu/studentaccounts)

Complete tuition and fee information is provided at

[www.hamline.edu/tuition](http://www.hamline.edu/tuition).

## On Campus Programs Tuition and Fees

### Tuition Rates 2022-2023

#### Full-Time Students, fall and spring (12-18 credits per semester)

- Per year - \$45,540
- Per semester - \$22,770

Note: Students who register for more than 18 credits in fall or spring will be charged the fall or spring per-credit rate for each additional credit. For specific details, see:

<https://www.hamline.edu/registration-records/registration-information/undergraduate/>

#### Part-Time Students, fall and spring (less than 12 credits per semester)

- Per credit - \$1,423
- Audit charge per course - \$250

#### Winter and May Terms

- Per credit - \$674

### Yearly Fees 2022-2023

- New student fee - \$225
- Student Activity Fee - \$354
- Health Services Fee - \$256 (full-time) / \$199 (part-time)
- Facilities Fee - \$128 (full-time) / \$77 (part-time)
- Technology Fee - \$338 (full-time) / \$197 (part-time)
- Book Rental Fee (fall and spring, estimated) - \$720 (full-time) / \$450 (part-time)
- Book Rental Fee (winter, estimated) - \$65
- Health Insurance\* (optional, estimated) - \$2,550

- International Student Fee (as applicable) - \$330

**\*Note:** All students are required to have health and accident insurance and will be charged for Hamline insurance coverage. Students who have their own insurance will have the opportunity to go online and waive this insurance fee. If students do not submit an online waiver request, they will be enrolled in the school policy and will be responsible for the cost of that coverage. Hamline does not carry insurance on the personal property of faculty, students, or staff and is not responsible for the loss or damage of such property.

### Room and Board 2022-2023

- Residence Hall Single Room - \$6,220
- Residence Hall Double, Triple, Quad Room - \$5,150
- Residence Hall Meal Plan\* - \$6,063
- 75 Block Meal Plan\*\* - \$4,484
- Mandatory Commuter Declining Balance - \$200

Returning students are charged a cancellation fee if, during spring room selection, they reserve a room for the subsequent year and cancel that reservation after May 1, but prior to occupancy. Damage to a room or its furnishings, beyond ordinary wear and tear, will be charged to the student.

\*Students living in residence halls are required to have a meal plan through Dining Services. For more information, please contact Residential Life.

\*\*The 75 Block Meal Plan is available to third year, fourth year and graduate students only.

## Online Bachelor's Degree Completion Programs Tuition and Fees

### Tuition and Fee Rates 2022-2023

- Online Degree Completion Tuition, per credit - \$480
- Para Pathway Tuition, per credit - \$598
- Book Fees - variable
- Course Materials Fees (as applicable) - variable

## Payment Options

Prior to the start of each term an E-bill showing charges and estimated financial aid is prepared for each student by the student accounts office. Hamline students may select one of the following payment options:

1. Semester payment plan—fall term due August 15 and spring term due January 15 as billed; or
2. Installment plan—tuition, fees, room and board are paid in monthly payments through Nelnet/Tuition Management Systems for an annual fee.

## Withdrawal Charges

For students who officially withdraw from the university during a term, the amount of tuition owed is calculated from the date on record of their withdrawal or leave, not from the date the student ceases to attend classes. Students who officially withdraw from classes before the end of the 10th day of class for on campus programs, or the before the end of the 6th day of class for online degree completion programs, will not be responsible for any tuition charges. After that date, the amount of tuition owed will be calculated based on the withdrawal date. Students who withdraw from full-semester courses after 8 weeks of the term have passed will be responsible for all tuition charges. Deadlines for 1/2 term or shorter courses are determined by the length of the course. Refer to the Tuition Charge Withdrawal Policy for more information and deadlines.

The same schedule is used to calculate the amount of tuition owed when a student drops from full-time to part-time or from overload to full-time.

Financial aid will be canceled or prorated as required by the programs. See the financial aid instruction guide for details.

Student fees and mandatory commuter declining balance assessed by the university or the Student Congress are not refundable.

Any discounts applied will be removed and not prorated in the withdrawal calculation.

## Late Registration

It is important that students register during the stated registration periods. Students who fail to complete registration changes (add, drop, and withdraw) by the published deadlines must petition for a late registration change and will be charged a \$50 late registration fee.

## Late Payment Policy

Late payment penalties are imposed thirty days after the start of fall and spring semesters. For account balances of \$1000 or more, a late payment fee of 5% (up to \$500) will be assessed.

## Financial Aid

### Financial Aid Office

113E East Hall

651-523-3000

[finaid@hamline.edu](mailto:finaid@hamline.edu)

[www.hamline.edu/fa](http://www.hamline.edu/fa)

FAFSA school code: 002354

### Overview

Financial assistance is granted on the basis of the student's estimated financial eligibility as measured by the Free Application for Federal Student Aid (FAFSA). Along with most other colleges and universities, Hamline uses the FAFSA to provide a fair, objective, and unbiased estimate of a student's eligibility for assistance. Assistance is granted through a combination of scholarships or grants, loans, and campus employment.

An award is made one year at a time. The exact amount of eligibility is determined each year on the basis of confidential income and family information.

Students in on-campus bachelor's degree programs must maintain full-time status to be eligible for Hamline-sponsored grant or scholarship assistance. Students are normally allowed grant assistance for a total of eight cumulative terms, including all previous post secondary work. Financial aid eligibility after eight terms is limited to remaining federal aid (Title IV) eligibility only.



Students in the online bachelor's degree completion program are not currently eligible for Hamline-sponsored grant or scholarship assistance.

Federal (Title IV) funds are available to eligible, qualifying students, both on campus and online, who maintain at least one half of the full-time course load. Eligibility for these funds is determined by the amount of demonstrated financial eligibility, maintenance of minimal satisfactory progress toward a degree, and courses required for the degree.

Federal Pell Grants are awarded based on the results of the Free Application for Federal Student Aid (FAFSA). Students are eligible for the equivalent of twelve full-time semesters in total. This total includes any terms at previous postsecondary institutions in which students received Pell Grant.

Minnesota state residents: the Minnesota definition of full-time enrollment for both on campus and online students qualifying for the State Grant Program is 15 credits per semester. The estimated grant is based on full-time enrollment of fifteen credits per semester and will be prorated if registered for less. Winter term credits will be combined with spring semester to achieve fifteen credits.

Minnesota State Grants are given by the State of Minnesota. Students are eligible for State Grant for the equivalent of eight full-time semesters in total. This total includes all previous post secondary credits attempted or earned at other institutions.

Other state grant aid programs include, but are not limited to, Minnesota GI bill, Post secondary Child Care Grant, and Minnesota Dream Grant. Applications for state-sponsored grants can be found online at <https://www.hamline.edu/financial-aid/grants-scholarships/>.

## Application Procedures

Students who wish to apply for financial assistance should file the Free Application for Federal Student Aid (FAFSA) online at <https://www.studentaid.gov/sa/fafsa> indicating that he or she wants the results sent to Hamline University (FAFSA Code #002354). A Hamline

application and supporting income tax information may be required.

It will take one to two weeks for the FAFSA to be processed by the US Department of Education.

## Financial Aid Adjustments

In the event that we receive new or additional information including, but not limited to, housing, outside funding, or enrollment, your financial aid is subject to change. Unless paper notifications are requested, students will be notified through email when changes are available to be viewed in Workday. All Hamline merit- and need-based scholarships and grants are subject to reclassification (renaming) to be funded by a donor-endowed fund. The student will retain the honorary winner status of the original award.

## Transfer Students

Students who have transferred credits to Hamline begin their course of study at the grade level approved by Registration and Records. Coursework that has not transferred will not be reviewed as part of the maximum time frame requirement for aid eligibility. Hamline scholarships and grants will be limited to a maximum of 6 terms and are not available for the online bachelor's degree completion program.

## Financial Aid for Summer Term

Financial aid is available for summer students enrolled in at least six credits. Financial aid for summer term normally consists of a portion of your Federal Subsidized or Unsubsidized Stafford Loan, SELF, private loans, or Federal PLUS Loans. Minnesota State and Pell Grants may also be available. Contact the Office of Financial Aid at 651-523-3000 for more information on eligibility and application deadlines.

If you are eligible to receive VA educational benefits during the academic year, you are probably eligible to receive them for the summer. For further information, consult the Hamline VA representative, at 651-523-3000.

## Types of Financial Aid

### Tuition Scholarships and Grants

Hamline grants of various types are available for full-time new and returning on-campus bachelor's students on the basis of demonstrated financial eligibility.

Hamline offers merit-based tuition scholarships to incoming students recognizing academic excellence. Hamline merit-based aid may be used to meet demonstrated financial need. A combination of Hamline-sponsored scholarships, grants, and/or federal or state scholarships/grants may not exceed Hamline tuition. If a student withdraws from the University and subsequently re-enrolls, he/she forfeits the original merit-based scholarship.

**Reclassification:** All Hamline merit- and need-based scholarships and grants are subject to reclassification (renaming) to be funded by a donor-endowed fund. The student will retain the honorary winner status of the original award. For example, a Hamline Presidential Scholar may be nominated by an academic department for a departmental endowed scholarship. That student may see a reduction in the Presidential amount and an addition in the departmental endowed amount. This does not change the overall total of grant and scholarship dollars awarded to you.

**Housing grants:** Housing grants, including, but not limited to, Piper Housing grant and Founders Housing grants are only available to students living on campus and may be renewed each year that the student continues to live on campus and demonstrates financial need. If a different Hamline funding source is found during the year, this grant may be reclassified.

### Loans

Long-term, low-interest loans are available to both on campus and online Hamline students through the following programs:

- The **Federal Direct Loan Program** (subsidized and unsubsidized) is funded by the federal government. Instructions on how to apply may

be found online on the Financial Aid website at [www.hamline.edu/loans](http://www.hamline.edu/loans).

- The **Federal Parent Loan for Undergraduate Students (PLUS)** is funded by the federal government and requires prior credit approval of the parent borrower. Instructions on how to apply may be found online on the Office of Financial Aid website [www.hamline.edu/loans](http://www.hamline.edu/loans).
- The **United Methodist Student Loan Fund** is available to students who are full members of the United Methodist Church. Students complete a loan application, available online at [www.gbhem.org](http://www.gbhem.org)
- The **Minnesota Supplemental Educational Loan Fund (SELF)** is intended to help students who need to borrow more than is allowed under existing programs and students who have limited access to other financial aid programs. The SELF loan application can be completed online at [www.hamline.edu/loans](http://www.hamline.edu/loans). The SELF loan has the option of either a fixed or variable interest rate and a requirement for quarterly interest payments. A credit-worthy co-signer is required to obtain a SELF loan.

### Alternative/Private Loans

There are a variety of private loans available. All private loans are based on satisfactory credit history. Contact the Financial Aid Office for loan terms. Students may apply online at [www.hamline.edu/loans](http://www.hamline.edu/loans).

### Employment

For a description of employment opportunities, see Campus Employment in this *Bulletin*.

### Scholarships for New Students

Hamline University offers academic merit scholarships for new students based on their high school records and standardized test scores. Students who transfer to Hamline with 24 or more college credits receive scholarships based on the college grades. Contact the Office of Undergraduate Admission for details.



### **United Methodist Matching Scholarship Program**

**(Local)** – Hamline University will match up to \$1000 per year, renewable for three additional years, a scholarship awarded to a student from their local United Methodist Church. (Not available for students in the online degree completion program.) The scholarship check should be mailed directly to the Hamline University Financial Aid Office and identify the student recipient. Only one contribution will be matched if a student has both a local United Methodist Church Scholarship and a National United Methodist Church Scholarship.

### **United Methodist Church Scholarship (National) –**

Please see the United Methodist Church General Board of Higher Education and Ministry's website ([www.gbhem.org](http://www.gbhem.org)) and the United Methodist Higher Education Foundation website ([www.umhef.org](http://www.umhef.org)) to obtain updated information on national UMC scholarship options available to active United Methodist Church members. Financial Aid will match qualifying national scholarships up to \$1000. (Not available for students in the online degree completion program.) Only one contribution will be matched if a student has both a local United Methodist Church Scholarship and a qualifying National United Methodist Church Scholarship.

## **Satisfactory Academic Progress**

Financial aid eligibility is based on satisfactory academic progress (SAP) standards that Hamline University of Financial Aid is required by the U. S. Department of Education to establish, publish, and apply. The Financial Aid Office measures academic performance and enforces SAP standards to ensure that financial aid recipients progress toward completion of their degree or certificate program. Students who fail to meet these standards become ineligible to receive financial aid until compliant with all of the requirements detailed in this policy.

To demonstrate Satisfactory Academic Progress, a student's academic performance must meet two main SAP components. The first is a qualitative component, represented by grade point average (GPA). The second is a quantitative component measured by credit

completion (the ratio between attempted and completed credits) and the maximum timeframe to complete the degree or certificate program.

## **Section 1. Standards of Satisfactory Academic Progress**

- **Grade Point Average** – All undergraduate students are required to maintain a minimum cumulative GPA of 2.0.
- **Credit Completion** – Students must complete 67% of all credits attempted. A completed credit has a grade of A, B, C, D, P, or HP. Withdrawals, incompletes, and repeated courses are included in attempted credits.
- **Maximum Time Frame** – Students are expected to finish their degree or certificate within an acceptable period of time. Acceptable period of time for financial aid recipients is defined as 150% of the required number of credits needed to complete their program. This includes transfer credits from another college that apply to the Hamline program. For example, for a program that requires 128 credits, students must finish their program before they reach 192 attempted credits. Hamline is required to suspend aid eligibility after any review which shows that the student cannot possibly complete the program within the 150% program length. Review the bulletin to view the number of required credits for your degree or certificate. Students who require developmental coursework may appeal to have the 150% limit extended.

## **Section 2. Definitions/Conditions**

- **Credit** – A credit is the unit by which academic work is measured.
- **Attempted credits** – Attempted credits include all credits for which you are registered at the end of the add/drop period, also known as census day.
- **Cumulative credits** – Cumulative credits represent the total number of credits evaluated (attempted and earned) for all periods of enrollment at the University, including summer

and J-terms or terms for which the student did not receive aid.

- **Earned credits** – Earned credits are those that are successfully completed with a grade of A, B, C, D, HP, and P and all plus and minus variations. Grades of I, W, N, F, and EX, or drops are not counted as earned credits. Audit credits are not counted as attempted or earned credits.
- **Grade Point Average (GPA)** – The GPA is calculated using a grade point value outlined in the catalog for grades A, B, C, D, and F and all plus or minus variations. Although a grade of P or HP will count as credit earned, it carries no grade point value.
- **Incompletes** – An "I" or "EX" are included in the cumulative credits attempted. These credits cannot be used as earned credits until a passing grade is assigned.
- **Repeat Credits** – Repeats may be allowed in order to improve a grade or meet program requirements. They are included in credit completion and maximum time frame standards. The most recent grade will become the grade calculated for GPA.
- **Transfer Credits** – Grades associated with transfer credits are not included in the cumulative GPA calculation. Transfer credits accepted by Hamline University that are applicable to the current degree program apply toward the maximum time frame calculation for that program.
- **Change of Major, and Dual Degree** – Many students receive multiple awards from Hamline University. Only attempted credits eligible for application toward the student's current degree program will count toward the maximum time frame of that degree. Attempted and earned credits under all majors will be included in the calculation of GPA and credit completion. Students who change majors or seek a dual degree may appeal for an extension of the maximum time frame provision of this policy. Appeals will be evaluated on an individual, case-by-case basis.

- **Post Secondary Education Options (PSEO)** – Credits earned while a PSEO student at Hamline University will be included in the cumulative credit completion standard, GPA, and maximum time frame calculation. PSEO credits earned at another postsecondary institution will be treated as transfer credits for federal financial aid purposes.
- **Consortium/Joint Program Credits** – Credits accepted by the University are included with attempted and earned credit totals.

### Section 3. Implementation

Academic progress for every financial aid applicant will be monitored after each semester, including summer term. If the program is less than one year in length the review will take place at the mid-point. All of a student's academic coursework is considered in the review process, whether the student received aid that term or not. The assessment will be based on the student's entire academic record, including all transfer credit hours accepted.

- **Financial Aid Warning Status** – If the student does not meet either the GPA or Credit Completion standard, the student will be placed on Financial Aid warning for the next registered term. While on warning status, students are eligible to receive financial aid. Students on warning status are encouraged to use the many academic support services on campus to improve their academic standing. To be removed from financial aid warning status the student must meet GPA and credit completion standards. A student who has reached the maximum time frame prior to completing the program will no longer be eligible for financial aid.
- **Financial Aid Ineligibility/Suspension** – Students who do not meet the minimum cumulative GPA and/or credit completion ratio while on warning status will no longer be eligible for federal, state or institutional aid. Students may be eligible for private loan

programs and outside assistance that does not require SAP.

Provided the student's academic status allows for registration, they may attend the University at their own expense until the minimum cumulative GPA and credit completion requirement has been met.

Hamline University may immediately deem a student ineligible for financial aid in the event of extraordinary circumstances, such as a student who registers for but does not earn any credits for two consecutive terms, or a student who demonstrates an attendance pattern that abuses the receipt of financial aid.

Students who failed to meet these standards due to unusual circumstances may appeal the financial aid SAP suspension status.

- **Academic Suspension** – Students who have been suspended by the University are no longer eligible for financial aid. If a student is readmitted, they may need to complete the financial aid suspension appeal process. Eligibility for financial aid will be determined based on financial aid SAP standards through a review of the academic record.

## Section 4. Right to Appeal

### Financial Aid Ineligibility/Suspension

A student who is unable to achieve SAP and is suspended from receiving financial aid has the right to appeal. The student may appeal the financial aid suspension status within 14 days of the date of suspension notification or prior to the start of the term. If appeals are received after the start of the term, they will be considered, provided there is an acceptable reason for the delay. Students are encouraged to submit appeals if:

- The record shows that the student has now earned the required cumulative minimum GPA and credit completion ratio to meet SAP standards.
- The student is readmitted after suspension by the University.

- Unusual circumstances interfered with the student's ability to meet SAP standards, including but not limited to:
  - Illness, accident, or injury experienced by the student or a significant person in the student's life.
  - Death of a family member or significant person in the student's life.
  - Divorce experienced by the student or parent.
  - Reinstatement after an academic dismissal or extended break in the student's enrollment.
  - Personal problems or issues with spouse, family, roommate, or other significant person.
  - Exceeding time frame while in a second undergraduate or dual degree program or as a result of changing major.

To appeal, students must submit to the Financial Aid Office the following:

1. A statement from the student explaining the nature of the extenuating circumstances that contributed to the SAP deficiency with an explanation of how the barriers/circumstances to academic success have been removed.
2. Third party documentation to support the circumstances, if applicable.
3. Approved academic plan developed by the student and the Center for Academic Success and Achievement (CASA).

### Financial Aid Probation

If the student successfully appeals the financial aid ineligibility/suspension status, the student will be placed on Financial Aid probation for their next registered term. While on probation, students are eligible to receive financial aid. Students on probation status are encouraged to use the many academic support services on campus to improve their academic standing.

To be removed from financial aid probation for following terms, the student must meet the general SAP GPA and credit completion standards or meet the

terms listed in their specific approved academic plan. If after any review period the student is no longer meeting the terms of the academic plan or the general SAP standards, Hamline will suspend federal, state and institutional aid.

#### **Additional Note**

The University has reserved the right to disenroll a student who is not meeting the SAP standards if they have not made alternative plans to make payment in full for their educational charges.

### **Return of Financial Aid**

#### **Change in Enrollment Status**

A student that withdraws or decreases enrollment status may receive a decrease in the institutional charges. (See withdraw charges policy from Student Accounts Office)

#### **Return of Financial Aid**

The date on record of a student's withdrawal or leave is calculated based on when the student officially notifies Hamline of the withdrawal or leave or their last day of attendance. However, the withdrawal from all your classes prior to the aid recalculation date (generally after the first 14 days of the semester, or a rolling recalculation date in the case of short/modular courses) will necessitate the return of all of your financial aid. However, if a student is able to document class attendance for each course prior to the term census date, the last date of attendance may be used.

At any point that a student receives a 100% refund of tuition; all state, institutional and private sources of aid will be returned.

If a student changes enrollment status after the aid recalculation date, the financial aid package may be adjusted to reflect a change in eligibility based on the new enrollment level for Hamline and State aid, but will not be adjusted for federal Pell grants

If a student stops attending without officially notifying the University, which is often determined when a student does not receive any passing grades for a term, the University will determine an unofficial withdrawal date. The unofficial withdrawal date will be the latest

known date of attendance from all courses in the term reported by each professor. If there is no known last date of attendance in each course, the University will use the midpoint of the term as the unofficial withdrawal date.

All calculations for federal, state, or institutional return of aid or post withdrawal disbursements will be done within 30 days of the notice to financial aid of the official or unofficial withdrawal date.

### **Federal (Title IV) Refund Policy**

Students that receive federal aid who cease enrollment after a term starts and before completing 60% of the term will need to have a return of federal aid calculation performed. The calculation takes into account the amount of aid a student has earned throughout the term compared to the amount of federal aid disbursed to the student.

The percentage of federal aid earned is determined from a calculation using the effective withdrawal or leave date on record and number of days in the period of enrollment.

If the student has earned less aid than was disbursed, based on a federal proration formula, a portion of the federal aid will be required to be returned to the federal programs. In most cases the return is done by the school. If any time a return of aid is required by the student, the University will contact the student with details on the required return. The federal rules mandate the amount being returned to federal programs following the program order of: Direct unsubsidized loan, Direct subsidized loan, Perkins loan, Direct PLUS/Graduate PLUS, Pell Grant, SEOG, and Teach Grant.

If the student has earned more aid than was disbursed, the student may be eligible for a post withdrawal disbursement. If the post withdrawal disbursement is in the form of a federal grant, the University will automatically disburse the funds to the student's account. If the disbursement is in the form of a loan, the student will be contacted to determine if the student would like to accept or decline the post withdrawal loan disbursement.

The federal refund calculation and return of federal aid may also need to be completed for any withdrawn or dropped courses within the term, if the student is enrolled in a term which has at least one class that is offered in modules or short classes that do not extend the entire term.

### **State Refund Policy**

Students that receive state aid who cease enrollment prior to aid recalculation date will have all their state aid returned. If a student ceases attendance after the recalculation date and before completing 60% of the term they will need to return a portion of their state aid. The percentage of state aid returned is determined from a calculation using the effective withdrawal or leave date along with other considerations such as percentage of award funded by state funds, payment on accounts, and amount refunded to federal programs.

### **Institutional Refund Policy**

Students who receive merit and/or need based institutional grants and scholarships and who cease enrollment prior to the aid recalculation date will have all of their institutional aid returned. If they cease attendance after the aid recalculation date, the aid is reduced by the same percent as the student's tuition is reduced.

## **Transfer of Credit**

The Registration and Records office works with faculty to determine if and how previous credit may transfer into a student's Hamline degree. Official transcripts from the credit-granting institutions are required. Students may be asked to provide copies of appropriate course catalogs, syllabi, or other materials to assist in the evaluation of transfer credit. Transcripts and other documents submitted from other institutions and agencies are the property of Hamline University. Hamline will not give these documents, or copies of them, to applicants, students, alumni, or other individuals.

Only credit from regionally accredited colleges and universities, specific credit-by-exam programs listed below, and ACE approved military courses may transfer. Classes will be evaluated on a course-by-course basis. Please note that acceptance of credit may be for general credit only; equivalency to Hamline courses is determined by individual departments.

## **Policies and Procedures**

### **Grades and Credits**

- Grade point averages do not transfer.
- Grades from transfer courses are not factored into the Hamline GPA.
- Non-semester credits are converted to semester credits; 1.5 quarter credits equals 1 semester credit.
- Courses from another college or university transfer in with the number of credits awarded by that school. This is true even if the course is considered the same as a Hamline course with a different number of credits. For example, THTR 1131 at Minneapolis Community and Technical College is 3 credits and is considered equivalent to Hamline's THTR 1120 which is 4 credits; THTR 1131 transfers to Hamline with 3 credits.

### **Repeat Courses**

A student may not receive credit for the same, non-repeatable course twice.

- A transfer student who chooses to take a Hamline course that is equivalent to a course already accepted for transfer credit has two options: 1) take the course as an audit or for zero credits or 2) ask Registration and Records to remove the transfer course from the Hamline transcript.
- A Hamline student who chooses to repeat a course already completed at Hamline by taking an equivalent at another institution will not get credit a second time. However, the student can transfer the course into Hamline so that the original Hamline credits and grade will be excluded from their degree and GPA calculation.

### Credit Limits

Students must earn at least 56 semester credits at Hamline in order to receive a Hamline degree (60 credits at Hamline, graded on the A-F scale, are required to earn Latin Honors). A minimum of 16 semester credits in a student's major must be taken at Hamline. In addition, the following transfer limits apply:

- 64 semester credits from two-year colleges.
- 64 semester credits from credit-by-exam or college level coursework taken while a high school student, including AP, IB, PSEO, CIS, CLEP, DSST.
- 20 semester credits each from AP and IB.
- 16 semester credits each from CLEP, DSST, and College in the Schools, or other college courses taken in the high school.
- Credit in narrowly vocational courses is not transferable. Nursing, mental health, chemical dependency, law enforcement, military, and other focused professional program credits are transferable up to a limit of 32 semester credits and only if the course content is suitable for a liberal arts program.

### Transfer Evaluation Systems (TES)

Course equivalents for all college and university classes previously transferred to Hamline from across the

country can be found at: [www.hamline.edu/tes](http://www.hamline.edu/tes).  
Equivalencies on this list are subject to change.

### Requesting Major/Minor Credit

Students who have transferred in coursework which they would like to have approved for their major or minor must follow these steps:

1. Obtain a copy of the course syllabus and/or course description from the official course bulletin of the institution where the course was taken.
2. Have the course reviewed by their major/minor advisor and the chair of the department.
3. If the chair and advisor in the major/minor department approve the course, obtain a Program Sheet online at [www.hamline.edu/ugrequirements](http://www.hamline.edu/ugrequirements).
4. Complete the substitution column of the Program Sheet and both advisor and department chair will sign the form.
5. Return the signed form to the Student Administrative Services office.

### Requesting Hamline Plan credit

Students who have transferred in coursework that they would like evaluated for Hamline Plan requirements must follow these steps:

1. Obtain a copy of the course syllabus. If a student no longer has a copy of the syllabus he or she may have to contact the former institution or instructor in order to provide a more complete description of the course than the course description provides.
2. Attach a memo to the syllabus listing the course and the desired Hamline Plan designation(s).
3. Email the syllabus and a request for the desired Hamline Plan designation(s) to [transferarticulation@hamline.edu](mailto:transferarticulation@hamline.edu).
4. The Transfer Articulation Coordinator will work with the faculty to review the course and will email the decision.

## Transfer Eligibility

### Colleges and Universities

#### All Colleges and Universities

This information is applicable to college coursework completed after graduating high school, on a college campus during high school, or in a high school classroom.

- The school must be regionally accredited. See the Council for Higher Education Accreditation (CHEA) website for a list of accepted regional accreditors:  
<https://www.chea.org/regional-accrediting-organizations-accreditor-type>.
- The course must be considered college-level (not remedial).
- The course must be relevant to a liberal arts degree.
- The grade earned must be a C- or higher. If a course is taken as Pass/No Pass, and the school awards a Pass for grades below a C-, a letter must be submitted from the institution's registrar indicating the student would have received a C- or above before transfer credit is awarded.

#### International Schools

Transcripts from foreign schools (except those from a Hamline study abroad program) must be submitted to an outside agency for course-by-course evaluation and processing before a Hamline evaluation can be completed. The agency must be a member of the National Association of Credential Evaluation Services (NACES). These organizations usually charge students a fee for evaluation services. Two commonly used agencies are:

- World Education Service (WES):  
<https://www.wes.org/>
- Educational Credential Evaluators (ECE):  
<https://www.ece.org/>

## Credit by Examination

### Advanced Placement (AP)

- Generally, the minimum score required is 4. In some cases (mostly foreign languages) a score of 3 is accepted.
- Each accepted exam receives 4 semester credits.
- English (Language and Composition and Literature and Composition) exams do not meet Hamline's first-year writing requirement.
- Check if your AP scores qualify for credit:  
[https://www.hamline.edu/undergraduate/admission/transfer-credits.html#Advanced\\_Placement](https://www.hamline.edu/undergraduate/admission/transfer-credits.html#Advanced_Placement)
- Request AP scores from College Board:  
<https://apscore.collegeboard.org/scores>

### International Baccalaureate (IB)

- Credit is granted for the Higher Level exams only.
- The minimum required score is 4 or 5 depending on the subject area.
- Each accepted exam receives either 4 or 8 semester credits, depending on the exam.
- English A exams do not meet Hamline's first-year writing requirement.
- Check if your IB scores quality for credit:  
[https://www.hamline.edu/undergraduate/admission/transfer-credits.html#International\\_Baccalaureate](https://www.hamline.edu/undergraduate/admission/transfer-credits.html#International_Baccalaureate)
- Request IB scores from IB:  
<http://www.ibo.org/programmes/diploma-programme/assessment-and-exams/requesting-transcripts/>

### College Level Examination Program (CLEP)

- Scores at or above the American Council on Education's recommended score (usually 50) may receive academic credit.
- English Composition CLEP exams are not accepted.

### **DSST Examination Program (DANTES)**

- Scores at or above the American Council on Education's recommended score (usually mid- to upper-400s) may receive academic credit.
- Credit must be approved by the appropriate academic department at Hamline.
- Technical Writing DSST exams do not meet Hamline's first-year writing requirement.

### **Military Credit**

- Credit is granted for courses from Joint Military Transcript (JST) and the Community College of the Air Force/Air University (CCAF).
- Courses must be considered college-level and relevant to a liberal arts degree.
- Request a transcript from JST:  
<https://jst.doded.mil/official.html>
- Request a transcript from CCAF:  
<https://www.airuniversity.af.edu/Barnes/CCAF/Display/Article/803247/community-college-of-the-air-force-transcripts/>

### **Study Abroad**

- Academic credit is granted for course work completed through a Hamline-approved study abroad program.
- Grades must be equivalent to at least a C- to be eligible for transfer.
- Transcripts from study-away experiences should be sent to the Global Engagement Center.



# Curriculum: The College of Liberal Arts

## Anthropology Department

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

The discipline is divided into four subfields that focus more precisely on specific sets of human questions. Sociocultural anthropology studies humans as meaning-making beings, using a variety of methods to investigate how people living in different societies experience and make sense of their worlds.

Archaeology reconstructs cultural behavior and sociocultural systems through the analysis of the materials remaining from human activities and deposited in sites ranging from paleolithic hunting camps to modern cities. Biological anthropology studies human beings as biocultural organisms within the framework of evolution through the study of fossils, living primates, human skeletal remains, and genetic variation in living people. Linguistic anthropology investigates the myriad ways in which communication, thought, and social life affect each other by observing how speakers use language in a wide range of social settings.

The faculty in the anthropology department offer a broad range of courses covering anthropology's four subfields. All classes value the active involvement of students, promote critical understanding of course material, and promote regular collaboration with students in the learning process. In addition, we provide students with engaged learning opportunities both on and off campus through our field schools, study abroad courses, collaborative research opportunities,

internships, and teaching apprenticeships. Anthropology labs are equipped for research on archaeological artifacts and skeletal materials. The cultural diversity of the Twin Cities and Hamline's off-campus study programs offer a variety of opportunities for comparative cultural studies.

## Opportunities for Nonmajors

### Anthropology Courses open to Nonmajors

All anthropology courses are open to nonmajors. A prerequisite of ANTH 1160: Introduction to Anthropology is recommended for upper-level courses, though familiarity with the perspectives of other social science departments or programs such as environmental studies or sociology may be adequate for several. Courses of particular interest to nonmajors include: ANTH 1530: Human Evolution and ANTH 1500: Planetary Home Care Manual. The anthropology department encourages students interested in joining any of our intermediate "topics in anthropology" courses to contact the course professor.

### Anthropology High-Impact Learning and Study-Away Opportunities

The anthropology department offers students many opportunities to study off campus in the community, in the region, in field schools, or abroad. Nonmajors are also welcome and encouraged to participate in these courses. High impact courses which mix coursework with off-campus work in the community include: ANTH 3030 Museum Anthropology, ANTH 3610 Visual Anthropology, ANTH 3300 Ethnographic Research Methods, and ANTH 3130 Excavating Hamline History. ANTH 3980 Special Topics Abroad: Heritage and Tourism in Cambodia - Bridging the Ancient and Modern Worlds, a study abroad class in Cambodia is offered every other year.

### Honors

The Anthropology Department expects all majors to engage in some form of critical independent study, typically in their junior or senior year. Upon recommendation of anthropology faculty during the junior year, senior majors are eligible to work toward departmental honors by successful completion and

defense of a comprehensive research/writing project in the form of a baccalaureate thesis.

### **Internships and Teaching Apprenticeships**

Opportunities are available for majors to fulfill the LEAP requirement through coursework or an internship organized and coordinated through the Department of Anthropology. Teaching apprenticeships for majors are offered in a number of courses including ANTH 1160: Introduction to Anthropology, ANTH 3220: Laboratory Techniques in Archaeology, ANTH 3440: Human Osteology, ANTH 3500: Forensic Anthropology, and ANTH 5260: Anthropological Thought and Theory. The department also offers internships in Museum Collections Management through the Center for Anthropological Research.

### **Postgraduate Opportunities**

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

Applied anthropology is a rapidly growing area of employment. Anthropologists bring their knowledge and skills to government and non-government organizations, museums, corporations, tribal and ethnic associations, advocacy groups, and educational institutions of various kinds. Many of our recent graduates work in cultural resource management, public health, forensics, food and agricultural systems, marketing and business culture.

### **Facilities/Resources**

The Department of Anthropology operates two research/teaching labs: the Archaeology Lab (DSC 19) and the Human Osteology Lab (DSC 207). In addition to equipment and research space, these labs offer students access to collections in North American

archaeology, zooarchaeology, human osteology, human evolution casts, and Africa and China ethnographic materials. Monthly meetings of the Maya Society of Minnesota during the academic year bring nationally- and internationally-recognized speakers to Hamline's campus. Students have opportunities to interact directly with them and often become active in this organization. Donors to the Anthropology Department have created a research fund to support student and faculty activities. Anthropology majors can apply for these funds in order to attend conferences, travel, and pay for research expenses. The Hamline University Anthropological Society is an active, student-led organization that meets bi-weekly to advance community and interest in anthropology. In addition to field trips, film screenings, and an annual social sciences and humanities research night, the society also regularly funds student travel to national conferences.

The Department of Anthropology is affiliated with the Hamline University Center for Anthropological Services (HUCAS). The Center manages an Osteology Repository for the Minnesota Indian Affairs Council. Department faculty and Center staff also work closely with the Minnesota Historical Society, the Minnesota Office of State Archaeologist, the Minnesota Bureau of Criminal Apprehension, and US Fish & Wildlife Service. Anthropology majors are able to work on grant- and contract-funded research and applied anthropology projects with these organizations. We also offer paid internships in Museum Collections Management available to Hamline students. HUCAS's mission is to bring our anthropological resources to assist communities, governmental agencies, and other organizations in addressing the challenges of the 21st century. The Center's work includes heritage preservation, forensic anthropology, osteology, burial recovery and repatriation, and placemaking and placekeeping activities.

### **Faculty and Staff**

**K. Valentine Cadieux**, assistant professor. AB 1998, Harvard and Radcliffe Colleges; MA 2001, PhD 2006 University of Toronto. Community food systems, urban

agroecology, residential landscape experience and management. She also serves as director of the Environmental Studies program.

**David J. Davies**, professor. BA 1991, Hamline University; MA 1997, PhD 2002 University of Washington. History and anthropology, social memory, nostalgia, travel and representation; P.R. China.

**Brian W. Hoffman**, associate professor, chair; Center for Anthropological Services, director. BA 1983 Augsburg College; MA 1994, PhD 2002 University of Wisconsin. Community archaeology, garbage, NAGPRA (Native American Graves Protection and Repatriation Act) and repatriation, lithic analysis, North America.

**Marcia H. Regan**, Principal Investigator, Center for Anthropological Services. BA Hamline University 1984; MA 1988, PhD 2002 Arizona State University. Biological anthropology, human osteology, paleopathology, dental anthropology, human evolution, Southwest US.

**Matt Sumera**, visiting lecturer. BS 1998, University of Wisconsin–Madison; MA 2008, PhD 2013 University of Wisconsin–Madison. Sound studies, ethnomusicology, war and violence, aesthetics, affect theory, language and music, popular culture, media studies.

**David Tennesen**, Principal Investigator, Center for Anthropological Services. BS 1989, University of Wisconsin–Madison, MA 2000, PhD 2009, University of Minnesota. Environmental anthropology, dendrochronology, Quaternary paleoecology, historic archaeology, GIS, North America.

### **Anthropology Major (BA)**

A major in anthropology at Hamline University introduces students to a wide variety of ways of studying humans in various contexts through time, across cultures and geographies. The program expects all majors to gain a functional understanding of the approaches, methods and theories of the discipline's four traditional subfields—archaeology, biological anthropology, linguistic anthropology and sociocultural anthropology—as ways of studying human variation and cultural difference. Typically majors choose to more intensively focus in one or more subfields as they advance through the program.

The anthropology department has a deep commitment to integrating theoretical concepts and approaches with high-impact experiences in everyday contexts. From off campus experiences of study abroad, archeological field schools and lab internships, to high-stakes group work and community-based research courses, anthropology majors may choose among a wide range of interesting and innovative courses that demonstrate anthropology's relevance to understanding the complex questions of our contemporary world.

The program encourages all majors to design and execute an anthropologically oriented research project that brings together the interests of each major, insights from relevant coursework and independent research. Projects may rely on lab research, ethnographic field research, work in a different culture or archaeological field work. Such projects draw together research methodologies, theoretical approaches and techniques that demonstrate student learning in an exemplary way—producing a final product that demonstrates each student's unique achievement. Outstanding students are encouraged to work closely with their faculty mentors on summer collaborative research or honors projects.

Hamline University's anthropology department has a commitment to the value that anthropology and anthropological insights have in making global citizens who will act thoughtfully, knowledgeably, ethically, and with conviction long after they have graduated. We also, however, recognize the importance of being able to communicate the skills and abilities acquired by our majors into their lives, work and career contexts. To this end, our program emphasizes the connections between the academic discipline and the ways anthropological approaches, ethical concerns and professional methodologies can be used in other contexts after graduation—work in non-profits, private businesses, and governments at local, national or trans-national levels. After graduating our majors have gone on to apply their education in a wide range of work in research labs, museums, and local and national corporations. They work in areas such as public health, the criminal justice system, heritage preservation,

environmental protection and international development. Many work in second and even third languages. Some have gone on to graduate school in international studies, heritage preservation, public health, museum and tourism studies, and Ph.Ds. in anthropology.

### **Major Requirements**

A major in anthropology consists of 12 courses as follows:

- ANTH 1160 - Introduction to Anthropology
- ANTH 5260 - Anthropological Thought and Theory
- ANTH 5270 - Senior Seminar

Three (3) of the following

- ANTH 3030 - Topics in Sociocultural Anthropology
- ANTH 3040 - Topics in Archaeology
- ANTH 3050 - Topics in Linguistic Anthropology
- ANTH 3060 - Topics in Biological Anthropology

Six (6) Elective Courses - These elective courses may be selected from anthropology courses at Hamline or other ACTC schools. A maximum of one course in a related field may serve as an elective as arranged with the advisor.

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

### **Minor Requirements**

A minor in anthropology consists of five anthropology courses:

- ANTH 1160 - Introduction to Anthropology

Two courses chosen from the group below:

- ANTH 3030 - Topics in Sociocultural Anthropology

- ANTH 3040 - Topics in Archaeology
- ANTH 3050 - Topics in Linguistic Anthropology
- ANTH 3060 - Topics in Biological Anthropology

Two Additional Courses

- Two anthropology courses beyond those listed above.

## Biochemistry Program

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

**Biochemistry program director:** Betsy Martinez-Vaz, Biology department.

### Biochemistry Major (BS)

Biology (2 courses):

- BIOL 1510 – Integrated Concepts in Biology I (with Lab)

One of the following

- BIOL 3050 – Principles of Genetics (with Lab)
- BIOL 3060 – Principles of Cell Biology (with Lab)

General Chemistry (1 or 2 courses) – Students must complete either General Chemistry I and II or Advanced General Chemistry.

- CHEM 1130 – General Chemistry I (with Lab)
- CHEM 1140 – General Chemistry II (with Lab)
- CHEM 1500 – Advanced General Chemistry (with Lab)

Chemistry (2 courses):

- CHEM 3450 – Organic Chemistry I (with Lab)
- CHEM 3550 – Physical Chemistry I

Biochemistry (2 courses):

- BIOC 3820 – Biochemistry I (with Lab)
- BIOC 3830 – Biochemistry II (with Lab)

Mathematics (2 courses):

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

Physics (2 courses):

- PHYS 1230 – General Physics I (with Lab)
- PHYS 1240 – General Physics II (with Lab)

\*Electives (4 courses or 16 credits) – Students are required to take at least two elective courses (8 credits) in biology and two elective courses (8 credits) in chemistry, from the lists below.

**\*NOTE: At least one elective course (or 4 credits) must be at the 5000-level. The 5000-level elective can be in Chemistry or Biology.**

Biology Electives

- BIOL 3040 – Principles of Physiology (with Lab)
- BIOL 3050 – Principles of Genetics (with Lab) (if not used above)
- BIOL 3060 – Principles of Cell Biology (with Lab) (if not used above)
- BIOL 3100 – Neurobiology (with Lab)
- BIOL 5550 – Microbiology (with Lab)
- BIOL 5600 – Developmental Biology (with Lab)
- BIOL 5700 – Research in Biology
- BIOL 5900 – Molecular Cell Biology (with Lab)
- BIOL 5960 – Senior Capstone

Chemistry Electives

- CHEM 3240 – Analytical Chemistry (with Lab)
- CHEM 3330 – Instrumental Methods
- CHEM 3460 – Organic Chemistry II (with Lab)
- CHEM 3560 – Physical Chemistry II
- CHEM 3700 – Chemical Biology
- CHEM 3840 – Inorganic Chemistry (with Lab)
- CHEM 3940 – Advanced Laboratory Techniques
- CHEM 5900 – Advanced Topics in Chemistry

Seminar Requirement – Biochemistry students must complete four semesters of either biology seminar (BIOL 5961-5964) or chemistry seminar (three semesters of CHEM 5950 and CHEM 5960 in the final semester). Students may be able to mix biology and

chemistry seminar experiences across the four semesters, but must end with either BIOL 5964 or CHEM 5960.

- BIOL 5961 – Biology Seminar I
- BIOL 5962 – Biology Seminar II
- BIOL 5963 – Biology Seminar III
- BIOL 5964 – Biology Seminar Presentation
- CHEM 5950 – Chemistry Seminar A (three semesters)
- CHEM 5960 – Capstone Seminar

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

## Biology Department

The Biology Department offers BS and BA majors in Biology and Exercise Science and a minor in Biology, and serves as a core contributor to a range of interdisciplinary programs, such as Biochemistry, Neuroscience, Public Health Sciences, and Environmental Studies.

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

### Opportunities for Nonmajors

Biology courses for nonmajors: BIOL 1120, 1130, 1140, 1150, 1180, and 1190.

These courses are intended primarily for students planning to major outside the natural sciences and who

do not require a background in chemistry. No prerequisites are required for these Hamline Plan 'N' courses. Credit from these courses is not applicable toward a biology major or minor except by special approval of the biology faculty (see the chairperson for details).

### Collaborative Research and Course-embedded Research Experience

The Biology Department actively encourages students to participate in the summer collaborative research program. Ten to twenty students routinely work on their projects with Biology faculty and are supported by a variety of endowed scholarships from the Department and University. First year and second year students are encouraged to start discussions with Faculty early on and spend at least one summer working on collaborative research projects with Hamline Faculty and through other institutions and programs. Summer Research Fellowships in Biology allow Hamline biology majors to participate full time in research during the summer by providing financial support in the form of a stipend, tuition remission, and a free residence hall room.

Most Biology courses include course-embedded research experiences for students. State-of-the-art electronics, computers, and other modern apparatus support this distinctive research emphasis within the biology program. The Biology Department maintains laboratories and extensive equipment including computer-integrated laboratories, research microscopes, high-speed centrifuges, plant growth chambers, bio-amplifiers, UV-Visible spectrophotometers, flow cytometer, PCR, quantitative PCR, and gel electrophoresis equipment that permits a wide range of undergraduate study and research. These are located on the second floor of Drew Hall of Science and in the Robbins Science Center. Students conducting projects may arrange to use these facilities outside of regularly scheduled laboratory sessions.

### Faculty

**Kathryn Burleson**, senior lecturer. BA 1999, The College of St. Scholastica; PhD 2004, University of Minnesota.

Teaching areas: women's biology, human biology, cancer biology, cell and molecular biology. Research interests: ovarian cancer, oral biology.

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

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

**Bridget Jacques-Fricke**, assistant professor. BA 1998, Biology and Psychology, University of Minnesota-Morris; PhD 2008, Neuroscience, University of Wisconsin-Madison. Teaching areas: neurobiology, physiology, developmental biology; Research interests: Developmental neurobiology, neural crest formation and migration, cell motility during nervous system development.

**Irina Makarevitch**, professor, chair. BS 2000, Novosibirsk State University, Russia; MS 2002, PhD 2005, University of Minnesota. Teaching areas: genetics and genomics, biotechnology, physiology. Research interests: plant genetics, plant abiotic stress response, and biology education.

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

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

antipredator behavior and chemical communication in amphibians.

**Lisa Stegall**, associate professor. BA 1997, North Carolina State University; MS 2006, The George Washington University; PhD 2010, The University of Texas at Austin. Teaching areas: health sciences, public health, biology, exercise science.

## Major Programs

Biology students may choose to pursue a Bachelor of Arts (BA) or a Bachelor of Science (BS) degree in Biology. Students preparing for graduate or professional schools are strongly encouraged to pursue the BS degree. Students interested in a particular field of biology may decide to pursue a concentration. BA students may choose a concentration in Genetics, Molecular, and Cellular Biology or Ecology and Evolutionary Biology. BS students may choose a concentration in Genetics, Molecular, and Cellular Biology; Ecology and Evolutionary Biology; or Public Health. Students should consult with a biology faculty member to determine which path is most appropriate for their goals and whether adding a concentration to their biology major will be beneficial for their career path.

The biology program starts with a two course sequence that provides an overview of biologically related fields, emphasizes connections between biological concepts, as well as relevance and social implications of biological research, and helps students navigate the broad field of biology. Biology majors draw basic theoretical and practical tools from allied sciences by completing required courses in mathematics, chemistry, and physics. Collaboration and research as a learning process is a pervasive theme of the biology major. Many biology courses feature independent or team original research projects as the focus of the laboratory. During the junior and senior years, students participate in the biology seminar program, and in the senior year they present a seminar drawn from their research. Internships that introduce students to careers in the basic biological sciences, health sciences, and industry are emphasized.

## Research Experience

Although not required, the Biology department strongly encourages students to participate in Collaborative Research (BIOL 4010), or an internship. Collaborative research and internships are not counted as electives within the major and are not required, but are highly recommended.

## Biology Major (BA)

Biology foundation:

- BIOL 1510 - Integrated Concepts in Biology I (with Lab)
- BIOL 1520 - Integrated Concepts in Biology II (with Lab)

General chemistry - Students must complete either General Chemistry I and II or Advanced General Chemistry:

- CHEM 1130 - General Chemistry I (with Lab)
- CHEM 1140 - General Chemistry II (with Lab)
- CHEM 1500 - Advanced General Chemistry (with Lab)

Statistics (choose one):

- MATH 1200 - Statistics
- QMBE 1310 - Statistics
- Other equivalent course in statistics

Diversity, equity, ethics, and inclusion (choose one):

- BIOL 1980 - Special Topics: Inclusive Science or STEM Equity
- PHIL 1140 - Ethics
- PHIL 1980 - Special Topics: Bioethics

Biology seminar:

- BIOL 5961 - Biology Seminar I
- BIOL 5962 - Biology Seminar II
- BIOL 5963 - Biology Seminar III
- BIOL 5964 - Biology Seminar Presentation

Senior capstone:

- BIOL 5960 - Senior Capstone

Biology Electives - Six elective courses are required from the lists below. At least one course must be taken in each category. Inquire with the Biology department chairperson about which category other upper-level

Biology major courses may fit (for example, BIOL 3980 special topics). Note: At least one 5000 level elective is required.

Biology of molecules and cells:

- BIOC 3820 - Biochemistry I (with Lab)
- BIOL 3050 - Principles of Genetics (with Lab)
- BIOL 3060 - Principles of Cell Biology (with Lab)
- BIOL 3100 - Neurobiology (with Lab)
- BIOL 5550 - Microbiology (with Lab)
- BIOL 5600 - Developmental Biology (with Lab)
- BIOL 5900 - Molecular Cell Biology (with lab)

Biology of organisms:

- BIOL 3040 - Principles of Physiology (with Lab)
- BIOL 3100 - Neurobiology (with Lab)
- BIOL 3400 - Comparative Vertebrate Evolution and Anatomy (with Lab)
- BIOL 3650 - Invertebrate Biology (with Lab)
- BIOL 5550 - Microbiology (with Lab)
- BIOL 5600 - Developmental Biology (with Lab)
- BIOL 5650 - Animal Behavior (with Lab)

Biology of populations:

- BIOL 3030 - Ecology (with Lab)
- BIOL 3650 - Invertebrate Biology (with Lab)
- BIOL 3770 - Population Genetics and Evolution (with Lab)
- BIOL 5540 - Aquatic Biology (with Lab)

## Biology Major (BA) - Ecology and Evolutionary Biology Concentration

Biology foundation:

- BIOL 1510 - Integrated Concepts in Biology I (with Lab)
- BIOL 1520 - Integrated Concepts in Biology II (with Lab)

General chemistry - Students must complete either General Chemistry I and II or Advanced General Chemistry:

- CHEM 1130 - General Chemistry I (with Lab)
- CHEM 1140 - General Chemistry II (with Lab)
- CHEM 1500 - Advanced General Chemistry (with Lab)

Statistics (choose one):

- MATH 1200 - Statistics



- QMBE 1310 – Statistics
- Other equivalent course in statistics

Diversity, equity, ethics, and inclusion (choose one):

- BIOL 1980 – Special Topics: Inclusive Science or STEM Equity
- PHIL 1140 – Ethics
- PHIL 1980 – Special Topics: Bioethics

Biology seminar:

- BIOL 5961 – Biology Seminar I
- BIOL 5962 – Biology Seminar II
- BIOL 5963 – Biology Seminar III
- BIOL 5964 – Biology Seminar Presentation

Senior capstone:

- BIOL 5960 – Senior Capstone

Biology Electives – Six elective courses are required from the lists below. At least one course must be taken in each category. Inquire with the Biology department chairperson about which category other upper-level Biology major courses may fit (for example, BIOL 3980 special topics). Note: At least one 5000 level elective is required.

Biology of molecules and cells:

- BIOC 3820 – Biochemistry I (with Lab)
- BIOL 3050 – Principles of Genetics (with Lab)
- BIOL 3060 – Principles of Cell Biology (with Lab)
- BIOL 3100 – Neurobiology (with Lab)
- BIOL 5550 – Microbiology (with Lab)
- BIOL 5600 – Developmental Biology (with Lab)
- BIOL 5900 – Molecular Cell Biology (with Lab)

Biology of organisms:

- BIOL 3040 – Principles of Physiology (with Lab)
- BIOL 3100 – Neurobiology (with Lab)
- BIOL 3400 – Comparative Vertebrate Evolution and Anatomy (with Lab)
- BIOL 3650 – Invertebrate Biology (with Lab)
- BIOL 5550 – Microbiology (with Lab)
- BIOL 5600 – Developmental Biology (with Lab)
- BIOL 5650 – Animal Behavior (with Lab)

Biology of populations:

- BIOL 3030 – Ecology (with Lab)
- BIOL 3650 – Invertebrate Biology (with Lab)

- BIOL 3770 – Population Genetics and Evolution (with Lab)
- BIOL 5540 – Aquatic Biology (with Lab)

### **Concentration in Ecology and Evolutionary Biology**

The concentration is completed as part of the six-course elective requirement. Each concentration is comprised of four focused courses; the two remaining electives must be chosen from the elective categories above (Biology of Molecules and Cells, Biology of Organisms, and Biology of Populations) to ensure the student has at least one course in each category.

Choose four courses from the list below. Additional courses may be used with the approval of the Biology department chair.

- BIOL 3030 – Ecology (with Lab)
- BIOL 3400 – Comparative Vertebrate Evolution and Anatomy (with Lab)
- BIOL 3650 – Invertebrate Biology (with Lab)
- BIOL 3770 – Population Genetics and Evolution (with Lab)
- BIOL 5540 – Aquatic Biology (with Lab)
- BIOL 5650 – Animal Behavior (with Lab)

### **Biology Major (BA) – Genetics, Molecular, and Cellular Biology Concentration**

Biology foundation:

- BIOL 1510 – Integrated Concepts in Biology I (with Lab)
- BIOL 1520 – Integrated Concepts in Biology II (with Lab)

General chemistry – Students must complete either General Chemistry I and II or Advanced General Chemistry:

- CHEM 1130 – General Chemistry I (with Lab)
- CHEM 1140 – General Chemistry II (with Lab)
- CHEM 1500 – Advanced General Chemistry (with Lab)

Statistics (choose one):

- MATH 1200 – Statistics
- QMBE 1310 – Statistics
- Other equivalent course in statistics

Diversity, equity, ethics, and inclusion (choose one):

- BIOL 1980 – Special Topics: Inclusive Science or STEM Equity
- PHIL 1140 – Ethics
- PHIL 1980 – Special Topics: Bioethics

Biology seminar:

- BIOL 5961 – Biology Seminar I
- BIOL 5962 – Biology Seminar II
- BIOL 5963 – Biology Seminar III
- BIOL 5964 – Biology Seminar Presentation

Senior capstone:

- BIOL 5960 – Senior Capstone

Biology Electives – Six elective courses are required from the lists below. At least one course must be taken in each category. Inquire with the Biology department chairperson about which category other upper-level Biology major courses may fit (for example, BIOL 3980 special topics). Note: At least one 5000 level elective is required.

Biology of molecules and cells:

- BIOC 3820 – Biochemistry I (with Lab)
- BIOL 3050 – Principles of Genetics (with Lab)
- BIOL 3060 – Principles of Cell Biology (with Lab)
- BIOL 3100 – Neurobiology (with Lab)
- BIOL 5550 – Microbiology (with Lab)
- BIOL 5600 – Developmental Biology (with Lab)
- BIOL 5900 – Molecular Cell Biology (with lab)

Biology of organisms:

- BIOL 3040 – Principles of Physiology (with Lab)
- BIOL 3100 – Neurobiology (with Lab)
- BIOL 3400 – Comparative Vertebrate Evolution and Anatomy (with Lab)
- BIOL 3650 – Invertebrate Biology (with Lab)
- BIOL 5550 – Microbiology (with Lab)
- BIOL 5600 – Developmental Biology (with Lab)
- BIOL 5650 – Animal Behavior (with Lab)

Biology of populations:

- BIOL 3030 – Ecology (with Lab)
- BIOL 3650 – Invertebrate Biology (with Lab)
- BIOL 3770 – Population Genetics and Evolution (with Lab)
- BIOL 5540 – Aquatic Biology (with Lab)

## **Concentration in Genetics, Molecular, and Cellular Biology**

The concentration is completed as part of the six-course elective requirement. Each concentration is comprised of four focused courses; the two remaining electives must be chosen from the elective categories above (Biology of Molecules and Cells, Biology of Organisms, and Biology of Populations) to ensure the student has at least one course in each category.

Choose four courses from the list below. Additional courses may be used with the approval of the Biology department chair.

- BIOC 3820 – Biochemistry I (with Lab)
- BIOL 3050 – Principles of Genetics (with Lab)
- BIOL 3060 – Principles of Cell Biology (with Lab)
- BIOL 3100 – Neurobiology (with Lab)
- BIOL 5550 – Microbiology (with Lab)
- BIOL 5600 – Developmental Biology (with Lab)
- BIOL 5900 – Molecular Cell Biology (with lab)

## **Biology Major (BS)**

Biology foundation:

- BIOL 1510 – Integrated Concepts in Biology I (with Lab)
- BIOL 1520 – Integrated Concepts in Biology II (with Lab)

General chemistry – Students must complete either General Chemistry I and II or Advanced General Chemistry:

- CHEM 1130 – General Chemistry I (with Lab)
- CHEM 1140 – General Chemistry II (with Lab)
- CHEM 1500 – Advanced General Chemistry (with Lab)

Statistics (choose one):

- MATH 1200 – Statistics
- QMBE 1310 – Statistics
- Other equivalent course in statistics

Diversity, equity, ethics, and inclusion (choose one):

- BIOL 1980 – Special Topics: Inclusive Science or STEM Equity
- PHIL 1140 – Ethics
- PHIL 1980 – Special Topics: Bioethics

Supporting courses:

- CHEM 3450 – Organic Chemistry I (with Lab)

Two of the following:

- CDS 1010 – Introduction to Programming
- CDS 1020 – Introduction to Computational Data Science
- CHEM 3460 – Organic Chemistry II (with Lab)
- MATH 1170 – Calculus I
- MATH 1180 – Calculus II
- PBHL 3100 – Epidemiology
- PHYS 1150 – Algebra-based Physics I (with Lab)
- PHYS 1160 – Algebra-based Physics II (with Lab)
- PHYS 1230 – General Physics I (with Lab)
- PHYS 1240 – General Physics II (with Lab)
- NEUR 3100 – Neurological Diseases, Disorders, and Society

Biology seminar:

- BIOL 5961 – Biology Seminar I
- BIOL 5962 – Biology Seminar II
- BIOL 5963 – Biology Seminar III
- BIOL 5964 – Biology Seminar Presentation

Senior capstone:

- BIOL 5960 – Senior Capstone

Biology Electives – Six elective courses are required from the lists below. At least one course must be taken in each category. Inquire with the Biology department chairperson about which category other upper-level Biology major courses may fit (for example, BIOL 3980 special topics). Note: At least one 5000 level elective is required.

Biology of molecules and cells:

- BIOC 3820 – Biochemistry I (with Lab)
- BIOL 3050 – Principles of Genetics (with Lab)
- BIOL 3060 – Principles of Cell Biology (with Lab)
- BIOL 3100 – Neurobiology (with Lab)
- BIOL 5550 – Microbiology (with Lab)
- BIOL 5600 – Developmental Biology (with Lab)
- BIOL 5900 – Molecular Cell Biology (with Lab)

Biology of organisms:

- BIOL 3040 – Principles of Physiology (with Lab)
- BIOL 3100 – Neurobiology (with Lab)

- BIOL 3400 – Comparative Vertebrate Evolution and Anatomy (with Lab)
- BIOL 3650 – Invertebrate Biology (with Lab)
- BIOL 5550 – Microbiology (with Lab)
- BIOL 5600 – Developmental Biology (with Lab)
- BIOL 5650 – Animal Behavior (with Lab)

Biology of populations:

- BIOL 3030 – Ecology (with Lab)
- BIOL 3650 – Invertebrate Biology (with Lab)
- BIOL 3770 – Population Genetics and Evolution (with Lab)
- BIOL 5540 – Aquatic Biology (with Lab)

### **Biology Major (BS) – Ecology and Evolutionary Biology Concentration**

Biology foundation:

- BIOL 1510 – Integrated Concepts in Biology I (with Lab)
- BIOL 1520 – Integrated Concepts in Biology II (with Lab)

General chemistry – Students must complete either General Chemistry I and II or Advanced General Chemistry:

- CHEM 1130 – General Chemistry I (with Lab)
- CHEM 1140 – General Chemistry II (with Lab)
- CHEM 1500 – Advanced General Chemistry (with Lab)

Statistics (choose one):

- MATH 1200 – Statistics
- QMBE 1310 – Statistics
- Other equivalent course in statistics

Diversity, equity, ethics, and inclusion (choose one):

- BIOL 1980 – Special Topics: Inclusive Science or STEM Equity
- PHIL 1140 – Ethics
- PHIL 1980 – Special Topics: Bioethics

Supporting courses:

- CHEM 3450 – Organic Chemistry I (with Lab)

Two of the following:

- CDS 1010 – Introduction to Programming
- CDS 1020 – Introduction to Computational Data Science

- CHEM 3460 – Organic Chemistry II (with Lab)
- MATH 1170 – Calculus I
- MATH 1180 – Calculus II
- PBHL 3100 – Epidemiology
- PHYS 1150 – Algebra-based Physics I (with Lab)
- PHYS 1160 – Algebra-based Physics II (with Lab)
- PHYS 1230 – General Physics I (with Lab)
- PHYS 1240 – General Physics II (with Lab)
- NEUR 3100 – Neurological Diseases, Disorders, and Society

#### Biology seminar:

- BIOL 5961 – Biology Seminar I
- BIOL 5962 – Biology Seminar II
- BIOL 5963 – Biology Seminar III
- BIOL 5964 – Biology Seminar Presentation

#### Senior capstone:

- BIOL 5960 – Senior Capstone

Biology Electives – Six elective courses are required from the lists below. At least one course must be taken in each category. Inquire with the Biology department chairperson about which category other upper-level Biology major courses may fit (for example, BIOL 3980 special topics). Note: At least one 5000 level elective is required.

#### Biology of molecules and cells:

- BIOC 3820 – Biochemistry I (with Lab)
- BIOL 3050 – Principles of Genetics (with Lab)
- BIOL 3060 – Principles of Cell Biology (with Lab)
- BIOL 3100 – Neurobiology (with Lab)
- BIOL 5550 – Microbiology (with Lab)
- BIOL 5600 – Developmental Biology (with Lab)
- BIOL 5900 – Molecular Cell Biology (with Lab)

#### Biology of organisms:

- BIOL 3040 – Principles of Physiology (with Lab)
- BIOL 3100 – Neurobiology (with Lab)
- BIOL 3400 – Comparative Vertebrate Evolution and Anatomy (with Lab)
- BIOL 3650 – Invertebrate Biology (with Lab)
- BIOL 5550 – Microbiology (with Lab)
- BIOL 5600 – Developmental Biology (with Lab)
- BIOL 5650 – Animal Behavior (with Lab)

#### Biology of populations:

- BIOL 3030 – Ecology (with Lab)
- BIOL 3650 – Invertebrate Biology (with Lab)
- BIOL 3770 – Population Genetics and Evolution (with Lab)
- BIOL 5540 – Aquatic Biology (with Lab)

#### **Concentration in Ecology and Evolutionary Biology**

The concentration is completed as part of the six-course elective requirement. Each concentration is comprised of four focused courses; the two remaining electives must be chosen from the elective categories above (Biology of Molecules and Cells, Biology of Organisms, and Biology of Populations) to ensure the student has at least one course in each category.

Choose four courses from the list below. Additional courses may be used with the approval of the Biology department chair.

- BIOL 3030 – Ecology (with Lab)
- BIOL 3400 – Comparative Vertebrate Evolution and Anatomy (with Lab)
- BIOL 3650 – Invertebrate Biology (with Lab)
- BIOL 3770 – Population Genetics and Evolution (with Lab)
- BIOL 5540 – Aquatic Biology (with Lab)
- BIOL 5650 – Animal Behavior (with Lab)

#### **Biology Major (BS) – Genetics, Molecular, and Cellular Biology Concentration**

#### Biology foundation:

- BIOL 1510 – Integrated Concepts in Biology I (with Lab)
- BIOL 1520 – Integrated Concepts in Biology II (with Lab)

General chemistry – Students must complete either General Chemistry I and II or Advanced General Chemistry:

- CHEM 1130 – General Chemistry I (with Lab)
- CHEM 1140 – General Chemistry II (with Lab)
- CHEM 1500 – Advanced General Chemistry (with Lab)

#### Statistics (choose one):

- MATH 1200 – Statistics
- QMBE 1310 – Statistics

- Other equivalent course in statistics

Diversity, equity, ethics, and inclusion (choose one):

- BIOL 1980 – Special Topics: Inclusive Science or STEM Equity
- PHIL 1140 – Ethics
- PHIL 1980 – Special Topics: Bioethics

Supporting courses:

- CHEM 3450 – Organic Chemistry I (with Lab)

Two of the following:

- CDS 1010 – Introduction to Programming
- CDS 1020 – Introduction to Computational Data Science
- CHEM 3460 – Organic Chemistry II (with Lab)
- MATH 1170 – Calculus I
- MATH 1180 – Calculus II
- PBHL 3100 – Epidemiology
- PHYS 1150 – Algebra-based Physics I (with Lab)
- PHYS 1160 – Algebra-based Physics II (with Lab)
- PHYS 1230 – General Physics I (with Lab)
- PHYS 1240 – General Physics II (with Lab)
- NEUR 3100 – Neurological Diseases, Disorders, and Society

Biology seminar:

- BIOL 5961 – Biology Seminar I
- BIOL 5962 – Biology Seminar II
- BIOL 5963 – Biology Seminar III
- BIOL 5964 – Biology Seminar Presentation

Senior capstone:

- BIOL 5960 – Senior Capstone

Biology Electives – Six elective courses are required from the lists below. At least one course must be taken in each category. Inquire with the Biology department chairperson about which category other upper-level Biology major courses may fit (for example, BIOL 3980 special topics). Note: At least one 5000 level elective is required.

Biology of molecules and cells:

- BIOC 3820 – Biochemistry I (with Lab)
- BIOL 3050 – Principles of Genetics (with Lab)
- BIOL 3060 – Principles of Cell Biology (with Lab)
- BIOL 3100 – Neurobiology (with Lab)
- BIOL 5550 – Microbiology (with Lab)

- BIOL 5600 – Developmental Biology (with Lab)
- BIOL 5900 – Molecular Cell Biology (with Lab)

Biology of organisms:

- BIOL 3040 – Principles of Physiology (with Lab)
- BIOL 3100 – Neurobiology (with Lab)
- BIOL 3400 – Comparative Vertebrate Evolution and Anatomy (with Lab)
- BIOL 3650 – Invertebrate Biology (with Lab)
- BIOL 5550 – Microbiology (with Lab)
- BIOL 5600 – Developmental Biology (with Lab)
- BIOL 5650 – Animal Behavior (with Lab)

Biology of populations:

- BIOL 3030 – Ecology (with Lab)
- BIOL 3650 – Invertebrate Biology (with Lab)
- BIOL 3770 – Population Genetics and Evolution (with Lab)
- BIOL 5540 – Aquatic Biology (with Lab)

### **Concentration in Genetics, Molecular, and Cellular Biology**

The concentration is completed as part of the six-course elective requirement. Each concentration is comprised of four focused courses; the two remaining electives must be chosen from the elective categories above (Biology of Molecules and Cells, Biology of Organisms, and Biology of Populations) to ensure the student has at least one course in each category.

Choose four courses from the list below. Additional courses may be used with the approval of the Biology department chair.

- BIOC 3820 – Biochemistry I (with Lab)
- BIOL 3050 – Principles of Genetics (with Lab)
- BIOL 3060 – Principles of Cell Biology (with Lab)
- BIOL 3100 – Neurobiology (with Lab)
- BIOL 5550 – Microbiology (with Lab)
- BIOL 5600 – Developmental Biology (with Lab)
- BIOL 5900 – Molecular Cell Biology (with Lab)

### **Biology Major (BS) – Public Health Concentration**

Biology foundation:

- BIOL 1510 – Integrated Concepts in Biology I (with Lab)
- BIOL 1520 – Integrated Concepts in Biology II (with Lab)

General chemistry – Students must complete either General Chemistry I and II or Advanced General Chemistry:

- CHEM 1130 – General Chemistry I (with Lab)
- CHEM 1140 – General Chemistry II (with Lab)
- CHEM 1500 – Advanced General Chemistry (with Lab)

Statistics (choose one):

- MATH 1200 – Statistics
- QMBE 1310 – Statistics
- Other equivalent course in statistics

Diversity, equity, ethics, and inclusion:

- PBHL 3020 – Global Health I

Biology seminar:

- BIOL 5961 – Biology Seminar I
- BIOL 5962 – Biology Seminar II
- BIOL 5963 – Biology Seminar III
- BIOL 5964 – Biology Seminar Presentation

Senior capstone:

- BIOL 5960 – Senior Capstone

Biology Electives – Six elective courses are required from the lists below. At least one course must be taken in each category. Inquire with the Biology department chairperson about which category other upper-level Biology major courses may fit (for example, BIOL 3980 special topics). Note: At least one 5000 level elective is required.

Biology of molecules and cells:

- BIOC 3820 – Biochemistry I (with Lab)
- BIOL 3050 – Principles of Genetics (with Lab)
- BIOL 3060 – Principles of Cell Biology (with Lab)
- BIOL 3100 – Neurobiology (with Lab)
- BIOL 5550 – Microbiology (with Lab)
- BIOL 5600 – Developmental Biology (with Lab)
- BIOL 5900 – Molecular Cell Biology (with lab)

Biology of organisms:

- BIOL 3040 – Principles of Physiology (with Lab)
- BIOL 3100 – Neurobiology (with Lab)
- BIOL 3400 – Comparative Vertebrate Evolution and Anatomy (with Lab)
- BIOL 3650 – Invertebrate Biology (with Lab)
- BIOL 5550 – Microbiology (with Lab)

- BIOL 5600 – Developmental Biology (with Lab)
- BIOL 5650 – Animal Behavior (with Lab)

Biology of populations:

- BIOL 3030 – Ecology (with Lab)
- BIOL 3650 – Invertebrate Biology (with Lab)
- BIOL 3770 – Population Genetics and Evolution (with Lab)
- BIOL 5540 – Aquatic Biology (with Lab)

**Concentration in Public Health** – Please note: BIOL 5550 also counts as one of the six required electives listed above.

- BIOL 5550 – Microbiology (with Lab)
- PBHL 1100 – Introduction to Public Health
- PBHL 3100 – Epidemiology
- One additional PBHL course

### **Biology Minor Requirements**

- BIOL 1510 – Integrated Concepts in Biology I (with Lab)
- BIOL 1520 – Integrated Concepts in Biology II (with Lab)

One year of general chemistry – Students must complete either General Chemistry I and II or Advanced General Chemistry:

- CHEM 1130 – General Chemistry I (with Lab)
- CHEM 1140 – General Chemistry II (with Lab)
- CHEM 1500 – Advanced General Chemistry (with Lab)

Three upper level Biology electives – Three biology courses numbered 3000 or higher are required.

## Chemistry Department

Chemistry is an integral part of the liberal arts tradition and offers students the opportunity to study the theoretical and practical basis of molecular sciences at both the introductory and advanced levels. Chemistry is truly interdisciplinary as medicine, physics, biology, material science, biochemistry, exercise science, neuroscience and many other fields require a foundation in chemistry. Our program's learning outcomes are aligned with one of the seven Hamline University learning outcomes and are as follows:

1. Demonstrate knowledge of fundamental and evolving chemical properties and processes. Apply theories and principles from the field of chemistry.
2. Plan and safely execute experiments using the literature, modern techniques and instrumentation and interpret the results.
3. Solve problems collaboratively. Write effective scientific reports. Present effective scientific talks.
4. Understand the evolving political, economic, and sociological aspects of chemical problems and solutions. Explain the benefits and problems of modern chemistry for society.

### Postgraduate Opportunities

The Hamline University Department of Chemistry confidently prepares students for industry, teaching, advanced degree work in the natural sciences, and professional schools, as well as business opportunities. Employment opportunities are available in many areas related to chemistry, including anthropology, agricultural and forestry science, biology, ecology, food science, forensic chemistry, geology, law, medicine, microbiology, pharmacology, psychology, pollution control, public health, and veterinary medicine.

In the last 5 years, approximately 30% of Hamline's chemistry graduates have gone on to advanced degrees in chemistry, 5% entered professional schools, 40% found employment in the STEM fields, and the other 25% found positions in industry and teaching.

## Research

The department encourages all majors to experience research as undergraduates. Students may work with a faculty advisor as early as the end of their first year on a collaborative project either during the academic year or during a competitive paid summer internship. This experience can be counted towards the American Chemical Society (ACS) accreditation and students may apply to earn academic credit (see CHEM 3965, 4010, 5960, and 5965).

## Honors

All junior chemistry majors who have a GPA of 3.25 in major courses are invited to participate in the departmental honors program. The student selects a faculty member with whom to work on a research project and informs the department chair that he or she wishes to apply for departmental honors. An application form (available on the HU website) must be filled out and submitted to the department chair at least 9-12 months prior to graduation. If three members of the department approve the project as presented, the student may then carry out the work. After completion of the work, the student presents a written thesis to an examination committee and takes an oral examination. If both written thesis and oral examination are deemed worthy, departmental honors will be granted.

## Faculty

The chemistry department's faculty has been recognized for its dedication to undergraduate teaching and research. The members of the teaching staff have Ph.D. degrees in the following traditional areas of chemistry: analytical, biological, inorganic, organic, and physical, and have experience in many of the interdisciplinary fields such as material science and medicinal chemistry. The faculty maintain a high level of professional and research activity. During the past ten years, these activities have resulted in research publications, presentations at regional and national professional meetings, additional research projects, and industrial experience.

**Urvashi Gangal**, visiting teaching faculty, M.Sc. 1993 (Physical Chemistry) Institute of Science, Banaras Hindu University, Varanasi, India; Ph.D. 1998 (Chemistry) Institute of Science, Banaras Hindu University, Varanasi, India.

**Rita Majerle**, professor. B.S. 1978, (A.C.S. certification) University of Minnesota-Duluth; Ph.D. 1989, University of Minnesota. Organic chemistry.

**John Matachek**, professor, B.A. 1979, University of Minnesota; Ph.D. 1984, Iowa State University. Inorganic chemistry.

**Nicholas Schlotter**, associate professor, chair. B.A. 1974, Chemistry, Carleton College; M.S. 1978, Physics, Stanford University; Ph.D. 1980, Stanford University. Physical chemistry.

## Major Program

Nearly all courses in chemistry are sequential and have prerequisites. Careful planning is necessary if students are to take full advantage of other options available to them at a liberal arts college. A decision to major in chemistry should be made as early as possible. A student wishing to major in chemistry should consult with one or more of the chemistry faculty.

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

## Chemistry Major (BA)

For students wishing to attend graduate school in interdisciplinary programs or professional school, establish a double major, complete forensic science certification, obtain a secondary teaching license, or study abroad, the following courses constitute the minimum requirement for the BA degree. American Chemical Society certification may be obtained by completing CHEM 5960 - Capstone Seminar in addition to the upper division electives.

Gateway courses - Students must complete either General Chemistry I and II or Advanced General Chemistry:

- CHEM 1130 - General Chemistry I (with Lab)
- CHEM 1140 - General Chemistry II (with Lab)
- CHEM 1500 - Advanced General Chemistry (with Lab)

Foundation courses:

- CHEM 3240 - Analytical Chemistry (with Lab)
- CHEM 3450 - Organic Chemistry I (with Lab)
- CHEM 3550 - Physical Chemistry I
- CHEM 3840 - Inorganic Chemistry (with Lab)

One of the following:

- BIOC 3820 - Biochemistry I (with Lab)
- CHEM 3700 - Chemical Biology

Mathematics (2 courses) - (Note: One additional math or statistics course, numbered 3000 or above, is highly recommended):

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

Physics (2 courses) - Choose a Physics I & II series:

- PHYS 1150 - Algebra-based Physics I (with Lab)
- PHYS 1160 - Algebra-based Physics II (with Lab)
- PHYS 1230 - General Physics I (with Lab)
- PHYS 1240 - General Physics II (with Lab)

Upper division electives, 12 credits chosen from the following - Physics, Biology, or Biochemistry courses numbered 3000 or higher may be substituted with approval of the department chair:

- BIOC 3830 - Biochemistry II (with Lab)
- CHEM 3330 - Instrumental Methods (must be taken in the same semester as CHEM 3940)
- CHEM 3940 - Advanced Laboratory Techniques (must be taken in the same semester as CHEM 3330)
- CHEM 3460 - Organic Chemistry II (with Lab)
- CHEM 3560 - Physical Chemistry II
- CHEM 3950 - Physical Chemistry Laboratory Techniques (must be taken in the same semester as or after completing CHEM 3560)
- CHEM 3965 - Intermediate Research
- CHEM 4010 - Collaborative Research (summer)
- CHEM 5700 - Molecular Biophysics



- CHEM 5965 – Advanced Research
- CHEM 5900 – Advanced Topics in Chemistry (may be repeated with different topics)

Seminar experience:

- CHEM 5950 – Chemistry Seminar A (three semesters)

And one of the following:

- CHEM 5951 – Chemistry Seminar B (for students not seeking ACS certification)
- CHEM 5960 – Capstone Seminar (for students seeking ACS certification)

### Chemistry Major (BS)

For students desiring to work as a chemist in industry or attend graduate school, the BS pathway is appropriate and requires a research experience. Graduates are certified by the American Chemical Society. The following courses constitute the minimum requirement.

Gateway courses – Students must complete either General Chemistry I and II or Advanced General Chemistry:

- CHEM 1130 – General Chemistry I (with Lab)
- CHEM 1140 – General Chemistry II (with Lab)
- CHEM 1500 – Advanced General Chemistry (with Lab)

Foundation courses:

- CHEM 3240 – Analytical Chemistry (with Lab)
- CHEM 3330 – Instrumental Methods (must be taken in the same semester as CHEM 3940)
- CHEM 3940 – Advanced Laboratory Techniques (must be taken in the same semester as CHEM 3330)
- CHEM 3450 – Organic Chemistry I (with Lab)
- CHEM 3460 – Organic Chemistry II (with Lab)
- CHEM 3550 – Physical Chemistry I
- CHEM 3560 – Physical Chemistry II
- CHEM 3950 – Physical Chemistry Laboratory Techniques (must be taken in the same semester as or after completing CHEM 3560)
- CHEM 3840 – Inorganic Chemistry (with Lab)

Mathematics courses:

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

- MATH 3320 – Multivariable and Vector Calculus (or equivalent 3000-level course such as statistics)

Physics courses:

- PHYS 1230 – General Physics I (with Lab)
- PHYS 1240 – General Physics II (with Lab)

Advanced courses and research experience (12 credits) – Students must complete at least 4 credits in advanced coursework and 4 credits in research.

- Advanced courses (Note: An advanced course in biology, mathematics, or physics may be substituted for an advanced chemistry course with departmental approval.)
  - BIOC 3830 – Biochemistry II (with Lab)
  - CHEM 5700 – Molecular Biophysics
  - CHEM 5900 – Advanced Topics in Chemistry (may be repeated with different topics)
  - CHEM 5980 – Special Topics
- Research experience:
  - CHEM 3965 – Intermediate Research
  - CHEM 4010 – Collaborative Research (summer)
  - CHEM 5965 – Advanced Research

Seminar experience:

- CHEM 5950 – Chemistry Seminar A (three semesters)
- CHEM 5960 – Capstone Seminar

### Chemistry Minor Requirements

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

Gateway courses – Students must complete General Chemistry I and II or Advanced General Chemistry:

- CHEM 1130 – General Chemistry I (with Lab)
- CHEM 1140 – General Chemistry II (with Lab)
- CHEM 1500 – Advanced General Chemistry (with Lab)

Foundation courses:

- CHEM 3240 – Analytical Chemistry (with Lab)
- CHEM 3450 – Organic Chemistry I (with Lab)

Elective courses (2 or 3 courses) – Students completing the CHEM 1130/CHEM 1140 sequence must choose **two electives** from the following; students completing CHEM 1500 must choose **three electives** from the following:

- BIOC 3820 – Biochemistry I (with Lab)
- CHEM 3330 – Instrumental Methods (Coregistration with CHEM 3940 Advanced Laboratory Techniques is required.)
- CHEM 3550 – Physical Chemistry I
- CHEM 3560 – Physical Chemistry II
- CHEM 3700 – Chemical Biology
- CHEM 3840 – Inorganic Chemistry (with Lab)
- CHEM 3965 – Intermediate Research
- CHEM 4010 – Collaborative Research (summer)
- CHEM 5965 – Advanced Research

## Communication Studies Department

The communication studies program involves students in critical inquiry and informed practice. All human enterprise depends upon communication, therefore communication professionals have a special responsibility to create and analyze messages with critical attention to the processes that shape them, the information that supports them, the arguments that are made, and the effects messages produce.

Communication is central to our personal and social lives, in our families, and in our work. Skill in communication is consistently identified as one of the most important abilities employers value and seek when hiring. Knowing how to effectively communicate also enables us to participate meaningfully in civic life. Whether the messages are verbal or nonverbal, face-to-face or mediated, private or public, as a communication studies student you will be challenged to create, describe, analyze, explain, and evaluate them as a knowledgeable communicator. Communication studies will help you develop your ability to:

- Analyze and evaluate the effects of communication in various contexts including communication in public and personal settings, and when using technology
- Understand and analyze the interaction of diversity with communication
- Recognize what is necessary to work as a productive member of a group or team
- Ask relevant questions about communication and formulate ways to answer those questions
- Develop your own ability to communicate competently in various contexts including when communicating face-to-face, in small or large groups, in organizations, across diverse cultures, and using technology

The communication studies major is composed of several required core courses and additional courses chosen in conjunction with the program advisor. Students choose additional courses depending upon their individual interests and the direction they wish to pursue in the field. Communication studies faculty work closely with students to direct them to coursework that

will be most beneficial to them given their academic and career interests.

The department of theatre arts operates a TV studio that supports original student video productions. A video production course is offered regularly through Theatre Arts, and can be applied to the Communication Studies major. In addition, the Communication Studies Department works closely with English and the digital media arts programs.

### **Postgraduate Opportunities**

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

### **Research and Internships**

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

### **Honors**

Communication studies majors who have a minimum GPA of 3.5 in major courses are invited to apply for the departmental honors program. A student pursuing departmental honors will complete a serious extensive independent research in an area of interest, under the supervision of a departmental faculty member. Candidates for departmental honors must apply to the

department for honors and obtain approval for the proposed project no later than 14 months prior to expected graduation. If approved, the candidate works closely with a departmental faculty supervisor to complete an independent research project, culminating in a written honors thesis which is then presented and defended to an examination committee. If both the written thesis and the oral examination are deemed worthy of honors, a copy of the thesis is filed in the Hamline University Bush Library and departmental honors are awarded at graduation.

### **Faculty**

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

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

### **Communication Studies Major (BA)**

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

The communication studies major also prepares students for careers and/or graduate study in several different specializations. Communication studies

faculty are prepared to support students who wish to specialize in areas such as communication in relational contexts (for example, interpersonal, group, and organizational communication), strategic communication processes (such as argumentation, political and campaign communication, public relations, and advertising), and media studies (including journalism, global media studies, and media production). Faculty members regularly advise students in designing a course plan to achieve the desired specialization. Hamline University's 3-3 program, in partnership with Mitchell Hamline School of Law, allows highly talented and motivated students to pursue a variety of paths to law school. Students majoring in communication studies have very successfully participated in this program. See this website for more information:

<https://www.hamline.edu/cla/legal-studies/3-3-law-school-early-admission/>

### Major Requirements

Students who decide to major in Communication Studies have a choice of three different tracks: the General Communication Studies Track, the Communicating Across Differences Track, or the Global Communication and Media Studies Track. Each track requires 11 courses.

#### Track 1: General Communication Studies

- COMM 1100 - Introduction to Communication Studies
- COMM 3300 - Communication Research Methods
- COMM 3380 - Small Group Communication
- COMM 5900 - Senior Research Seminar (or COMM 5010 - Departmental Honors Research; application and approval required)

One course in individual oral presentation, chosen from:

- COMM 1110 - Public Speaking
- COMM 1650 - Argumentation and Advocacy

One course in culture and communication, chosen from:

- COMM 3460 - Intercultural Communication

- COMM 3670 - Gender, Communication, and Knowledge

Five elective courses - Choose five courses from the following, four of which must be at the 3000 level.

- COMM 1110 - Public Speaking (if not used to fulfill the individual oral presentation requirement above)
- COMM 1320 - Introduction to Critical Media Studies
- COMM 1650 - Argumentation and Advocacy (if not used to fulfill the individual oral presentation requirement above)
- COMM 3320 - Media in the Digital Age
- COMM 3360 - Interpersonal Communication
- COMM 3390 - Organizational Communication
- COMM 3420 - Media in Global Perspective
- COMM 3460 - Intercultural Communication (if not used to fulfill the culture and communication requirement above)
- COMM 3480 - Media and Global Environmental Conflicts
- COMM 3560 - Communication in Conflict Situations
- COMM 3670 - Gender, Communication, and Knowledge (if not used to fulfill the culture and communication requirement above)
- COMM 3960 - Field Experience Seminar
- COMM 3980 - Special Topics in Communication Studies
- COMM XXXX - Approved transfer courses

#### Track 2: Communicating Across Differences

- COMM 1100 - Introduction to Communication Studies
- COMM 3300 - Communication Research Methods
- COMM 3380 - Small Group Communication
- COMM 3460 - Intercultural Communication
- COMM 3670 - Gender, Communication, and Knowledge
- COMM 5900 - Senior Research Seminar (or COMM 5010 - Departmental Honors Research; application and approval required)

One course chosen from:

- COMM 1110 – Public Speaking
- COMM 1650 – Argumentation and Advocacy

Three courses chosen from:

- COMM 1320 – Introduction to Critical Media Studies
- COMM 3360 – Interpersonal Communication
- COMM 3420 – Media in Global Perspective
- SJSC 3330 – Gender Matters
- SJSC 3350 – Race, Racisms, and Racialization

One additional elective:

- Any Communication Studies course may be chosen.

### **Track 3: Global Communication and Media Studies**

- COMM 1100 – Introduction to Communication Studies
- COMM 1320 – Introduction to Critical Media Studies
- COMM 1650 – Argumentation and Advocacy
- COMM 3300 – Communication Research Methods
- COMM 3460 – Intercultural Communication
- COMM 5900 – Senior Research Seminar (or COMM 5010 – Departmental Honors Research; application and approval required)

Four courses chosen from:

- COMM 3320 – Media in the Digital Age
- COMM 3420 – Media in Global Perspective
- COMM 3480 – Media and Global Environmental Conflicts
- COMM 3560 – Communication in Conflict Situations
- COMM 3980 – Special Topic: Environmental Reporting in Thailand
- COMM 3990 – Internship
- DMA 1100 – Introduction to Digital Media Arts
- ENG 3320 – Fundamentals of Journalism
- ENG 3330 – Topics in Journalism
- GLOB 3650 – Model United Nations
- PSCI 3600 – Model United Nations
- Approved study away courses

One additional elective:

- Any Communication Studies course may be chosen.

### **Communication Studies Minor Requirements**

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

Required core courses:

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

Required additional courses:

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

## Computational Data Science Program

Data science is the scholarly discipline that focuses on how to connect data to decisions. This involves the nuances of collecting, managing, analyzing, visualizing, and reporting data for use in decision-making. From public policy to scientific exploration or managerial action, a spectrum of skills and knowledge is needed to convert data to relevant information. All of these skills involve computer programming and computational and analytical thinking.

There is a strong connection between data science and computational science. If data are to inform decisions or answer questions, the nature of the data to be collected, and the feasibility of collecting it must be carefully thought through and analyzed. The collection of relevant data for a project then requires computational skills in web scraping, database creation and navigation, and data cleaning. The computational data science program helps students develop the skills necessary to identify, generate or track down, store and manage informative data from varied sources.

Making conclusive decisions using data requires the skills necessary to do appropriate analyses, nearly all of which would be done in a computing environment. While Hamline's undergraduate curriculum teaches and uses several tools for this, the computational data science program augments that curriculum with broader and more computationally oriented tools and skills for data analysis.

Communicating data-driven decisions requires thorough, useful, and accurate visualizations which are also created in a computing environment with access to the data. We focus on data visualization in many ways including student poster presentations in the natural and social sciences, business analytics presentations in HSB, and student art installations in the Digital Media Arts program. The computational data science program gives students stronger skills and deeper experiences with this approach, often using data developed in collaborating programs.

## Faculty

**Katharine Adamyk**, assistant professor. BS 2014, Mathematics and Psychology, Gordon College; MS 2017, Applied Mathematics, University of Colorado; PhD 2020, Mathematics, University of Colorado. Research Interests: stable homotopy theory, algebraic topology, topological data analysis.

**Craig Erickson**, visiting lecturer. BS 2007, Drake University; MA 2009, Minnesota State University, Mankato; PhD 2014, Iowa State University. Major interests: matrix theory, graph theory, computational mathematics.

**Ken Takata**, associate professor. PhD 2004, University of Illinois–Chicago. Major interests: discrete math and computer science.

**Jasper Weinburd**, assistant professor. BA 2013, Mathematics, Bard College; MS 2016, Mathematics, University of Minnesota – Twin Cities; PhD 2019, Mathematics, University of Minnesota – Twin Cities. Major interests: collective behavior, self-organization, dynamical systems, differential equations, mathematical biology and ecology, modeling, data science.

## Computational Data Science Major (BS)

With the Hamline computational data science program, you'll learn the skills required to collect, work with, and analyze large data sets. You will also develop skills needed to conduct analysis of data in the area of your choice, such as sciences, business, chemistry, digital media arts, English, environmental studies, history, or others. Through the program, you will apply your data analysis skills to develop data-driven solutions to problems in the area of study you are interested in.

This interdisciplinary major is comprised of five core courses in Computational Data Science, four courses from Mathematics and QMBE, and three disciplinary courses that meet requirements from any other major or minor. The three disciplinary courses ensure that students have contextual knowledge in a content area in which they will apply the computational and data analysis skills that they will develop in the program.

## Major Requirements

### Core CDS Courses:

- CDS 1010 - Introduction to Programming
- CDS 1020 - Introduction to Computational Data Science
- CDS 1030 - Data Visualization with R
- CDS 3200 - Elements of Statistical Learning
- CDS 5950 - Computational Data Science Capstone

### Required Math and Data Courses:

- MATH 3440 - Discrete Mathematics
- QMBE 3740 - Data Mining
- QMBE 3750 - Data Management and Communication

### Statistics (choose one):

- MATH 1200 - Statistics
- QMBE 1310 - Statistics

### Disciplinary Courses:

- At least three additional courses that count toward another major or minor at Hamline are required. The courses have to be distinct from the courses listed above and at least one of these courses must be at the 3000 level or above. The courses should be building up students' understanding of a particular field and must be approved by the director of the Computational Data Science program. The students are encouraged to discuss their interests and potential courses with their advisors and the director of the Computational Data Science program.

## Minor Requirements

- CDS 1010 - Introduction to Programming
- CDS 1020 - Introduction to Computational Data Science
- CDS 3200 - Elements of Statistical Learning

### Statistics (choose one):

- MATH 1200 - Statistics
- QMBE 1310 - Statistics

### Additional Courses (choose two):

- Two additional courses with the same subject code are required. These courses must be distinct from the courses above and one must be at the 3000-level or above.

## Creative Writing Department

The BFA in Creative Writing, which includes an English minor, offers a rigorous apprenticeship in the craft and process of writing, background in American and/or global literary traditions, and an understanding of textual analysis and the practical and theoretical dimensions of reading and writing.

Our BFA courses are designed to give apprentice writers the tools to execute the craft of fiction, poetry, creative nonfiction, and hybrid forms, while guiding them in the development of an effective writing practice and the ability to read closely as writers/creators as they create their own original works. They are exposed to the wealth of literary arts opportunities in the Twin Cities and the ins and outs of literary publishing. The English minor requires students to read broadly, to be grounded in the history of literary forms, and to learn and practice the critical thinking and writing skills needed to interpret those forms.

The BFA offers students the knowledge and skills necessary to prepare them to enter the job market, to apply to graduate school in creative writing or other disciplines, and to function as emerging literary artists.

### Other Creative Writing Options

There are several options other than the major available to students interested in studying creative writing. The English Department offers an English major with a concentration in Creative Writing or an English/Creative Writing minor meant for students not majoring in either department. Non-Creative Writing majors are encouraged to take those creative writing courses open to the general student body. These courses can develop appreciation of literary forms, fundamentals of the craft, creative process, and textual interpretation skills across artistic disciplines.

### Pre-Professional Experience

A pre-professional experience is a required component of the degree program. Students have the option of taking WRIT 3450 - *Runestone*: Introduction to Literary Publishing, and becoming members of the editorial board of Hamline's award-winning national

undergraduate literary magazine AND/OR doing an external internship. Hamline's commitment to community-based learning and its location in the Twin Cities give students the opportunity to choose from a wide range of internship experiences in the literary marketplace and in the communication and/or marketing departments of non-profit organizations and for-profit companies. Hands-on experience working on *Runestone* or in local literary and commercial publishing and related fields gives students invaluable insights into the world of work, and practical knowledge of the kinds of professions open to them after they graduate. The Twin Cities is home to The Loft Literary Center and a multitude of publishers, including Lerner Publications, Llewellyn Worldwide, Minnesota Historical Society Press, University of Minnesota Press, and three of the finest literary presses in the country—Graywolf Press, Milkweed Editions, and Coffee House Press—all with well-established internship programs.

### Postgraduate Opportunities

Creative Writing graduates have excellent writing and communication skills; they know how to think and problem solve; and they are prepared to interact effectively in a multicultural, global environment. Upon graduation from Hamline, BFA graduates will have a wide range of fundamental and advanced knowledge and skills that will prepare them to pursue the literary writing life or a range of careers in publishing, professional writing, corporate and nonprofit communications, advertising, marketing, and other related fields. Those who choose to pursue a graduate degree in creative writing or other disciplines will be well prepared for admission.

### Teaching

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



## Faculty

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

**John Brandon**, associate professor. BA 1999, University of Florida; MFA 2001, Washington University in St. Louis. Publications: *Ivory Shoals* (McSweeney's Press, 2021), *Further Joy* (McSweeney's Press, 2014), *A Million Heavens* (McSweeney's Press, 2012), *Citrus County* (McSweeney's Press, 2010), *Arkansas* (McSweeney's Press, 2008).

**Sheila O'Connor**, professor. BA 1982, University of Minnesota; MFA 1986, Iowa Writers Workshop. Publications: *Evidence of V* (Rose Metal Press, 2020), *Until Tomorrow, Mr. Marsworth* (Penguin/Random House, 2018), *Keeping Safe the Stars* (G.P. Putnam and Sons, 2012), *Sparrow Road* (G.P. Putnam and Sons, 2011), *Where No Gods Came* (University of Michigan Press, 2003), *Tokens of Grace* (Milkweed, 1990).

**Angela Pelster-Wiebe**, assistant professor. B Ed. 2008, University of Alberta; MFA 2012, University of Iowa Nonfiction Writing Program. Publications: *Limber* (Sarabande Books, 2014) and *The Curious Adventures of India Sophia* (River Books, 2005).

**Richard Pelster-Wiebe**, lecturer. BA 2004, University of Minnesota; BA 2004, University of North Carolina-Wilmington; MA 2009, University of Iowa; PhD 2018, University of Iowa. Publications: *Aliki* (2010), *Saskatchewan* (2011), *War Prayer* (2015).

**Katrina Vandenberg**, associate professor, chair. BFA 1992, Bowling Green State University; MFA 1997, University of Arkansas. Publications: *The Alphabet Not Unlike the World* (Milkweed Editions, 2012) and *Atlas: Poems* (Milkweed Editions, 2004).

## Creative Writing Major (BFA)

Hamline's Creative Writing major provides students a rigorous apprenticeship in the craft and process of

writing; a rich curriculum in poetry, fiction, creative nonfiction, and hybrid forms; a strong background in the American and/or global literary traditions; and an understanding of the theoretical dimensions of reading and writing. Students will learn how to read closely as writers, to create their own original works while developing an effective writing practice, and to analyze and appreciate the elements that comprise works of literature.

To earn a Bachelor of Fine Arts (BFA), students must complete both the Creative Writing major and the English minor.

## Creative Writing Major Requirements

- WRIT 1500 - Introduction to Creative Writing

Three Forms & Elements courses - Choose three of the following courses, one must be in your primary genre:

- WRIT 3110 - Forms and Elements of the Craft: Poetry
- WRIT 3120 - Forms and Elements of the Craft: Fiction
- WRIT 3130 - Forms and Elements of the Craft: Creative Nonfiction
- WRIT 3140 - Forms and Elements of the Craft: Digital Storytelling

Two Workshops - Students take WRIT 3540 twice:

- WRIT 3540 - Creative Writing Workshop

One Pre-Professional Course:

- WRIT 3450 - Runestone: Introduction to Literary Publishing
- WRIT 3990 - Internship

One Creative Writing Elective

- One additional 3000-level creative writing course

Students focusing on Digital Storytelling may choose one of the following DMA electives:

- DMA 1420 - Digital Video I
- DMA 1450 - Graphic Design I
- DMA 1470 - Animation I
- DMA 1480 - Digital Audio I

Senior Seminar

- WRIT 5960 - Senior Seminar in Creative Writing

## English Minor Requirements

- ENG 1200 – Introduction to English Studies (topics vary)
- ENG 1900 – Introduction to Literature and Criticism
- ENG 3020 – Literary and Cultural Theory
- Two advanced-level literature courses above 3020
- One additional 3000-level ENG or WRIT elective

## Digital Storytelling Minor

The Digital Storytelling skills-based minor provides students with skills to combine established practices of literary arts with digital media tools of video and audio production. In addition to contemporary forms of digital storytelling, students may also study precursors such as cinema, radio, the graphic novel, and more. Upon completion of this minor, students will have acquired the aesthetic and technical knowledge needed to create works of digital storytelling in their major field of study.

## Minor Requirements

- WRIT 1500 – Introduction to Creative Writing
- WRIT 3140 – Forms and Elements of the Craft: Digital Storytelling

Two courses in one of the following DMA I and II sequences – (Please note that DMA 1120 – Fundamentals of Design is a prerequisite for the Graphic design sequence):

- DMA 1420 – Digital Video I
- DMA 3420 – Digital Video II
- DMA 1450 – Graphic Design I
- DMA 3450 – Graphic Design II
- DMA 1460 – Web Design I
- DMA 3460 – Web Design II
- DMA 1480 – Digital Audio I
- DMA 3480 – Digital Audio II

One of the following:

- ANTH 3300 – Ethnographic Research Methods
- ANTH 3610 – Visual Anthropology
- ENG 3710 – Critical Digital Media Theory
- THTR 1120 – Introduction to Theatre
- THTR 1180 – Introduction to Film Studies

## Criminal Justice and Forensic Science Department

The Department of Criminal Justice and Forensic Science offers a major and minor in criminology and criminal justice (CCJ), a bachelor of science in forensic science, a bachelor of arts in forensic and investigative science, a minor in forensic science, a concentration in forensic psychology for students majoring in CCJ, legal studies, or psychology, and a POST concentration for students interested in a career law enforcement.

**The CCJ major** provides a student with a social science approach to the study of crime. The required courses create the foundation for an understanding about crime and justice, including research methods, analysis of systemic injustices, and specialized courses in criminology and criminal justice. Graduates pursue careers related to public safety, social services, local, state, or federal law enforcement, corrections, probation and parole, and criminal justice research and policy.

**The CCJ minor** provides an overview of the criminal justice system for students pursuing other academic majors. Courses are taught by professors with experience and expertise in juvenile corrections and juvenile justice policy, forensic psychology, privacy and data security, victimology, criminal law and procedure, and police practices.

**The forensic science and investigative science major** prepares students for careers in forensic labs and across the forensic science profession through practical hands-on training. Upon exit of the program, students will be versed in the international standards of practice within forensic science so that they can properly prepare and analyze materials to generate accurate, relevant, and supported scientific data to assist the legal system.

**The forensic science major** provides students with a practical and theoretical study of the theory, analysis, and procedures used in scientifically investigating and processing crime scenes. The major prepares students for positions as crime scene analysts, latent fingerprint examiners, firearms examiners, forensic photographers,

evidence technicians, investigators, and law enforcement officers and agents.

**The forensic science minor** complements majors in CCJ, legal studies, psychology, and other related disciplines by providing students with an introduction to forensic science concepts.

### **Peace Officer Standards and Training (POST)**

**Concentration.** Hamline University's Department of Criminal Justice and Forensic Science is certified by the Minnesota POST Board as a provider of pre-service academic training for students seeking licensure as a Minnesota peace officer. The POST concentration requires students to complete eight courses along with a criminology and criminal justice major. Students interested in a career in law enforcement are encouraged to declare the POST Concentration as soon as possible after enrollment at the university.

### **Interdisciplinary Concentrations**

**The [forensic psychology concentration](#)** provides a multidisciplinary approach to the study of crime, motivations for criminal behavior, and the response and use of psychology in the American legal system. A concentration in forensic psychology is open to students majoring in criminology and criminal justice, legal studies, or psychology. In addition to their major, students complete coursework that provides students with the foundational knowledge of our legal system, criminology, and psychology that culminates in a senior seminar, CJFS 5670 Forensic Psychology and the Law.

**The [public policy concentration](#)** educates students about public policy and helps them to develop the knowledge and skills necessary to create innovative, socially responsible solutions to the most critical issues facing society. The program forms an arc, beginning with an introduction to ethical public policy, building skills with methodology coursework, and culminating with a capstone experience in which students engage directly with a public policy issue in a semester-long applied project or internship. Students will acquire an extensive set of skills in policy evaluation and analysis, equipping them to become agents of change to improve the quality of life for people and their

communities, at home and abroad. The public policy concentration is open to students majoring in criminology and criminal justice, economics, environmental studies, legal studies, political science, or public health sciences.

### **Internships**

All students pursuing a major in criminology and criminal justice or a major in forensic science are required to complete an internship in their chosen field concurrently with the required capstone course. The internship provides a unique opportunity for students to gain hands-on experience in their individual field(s) of interest. Past internship sites have included (but are not limited to): Bureau of Criminal Apprehension Crime Lab, United States Office of the Postal Inspector (USPIS), The Link, Tubman Center, Safe Communities of United Tribes, Catholic Charities, Minnesota Coalition of Battered Women, Humanize my Hoodie, The Violence Project, Hennepin County Sheriff's Office, Dakota County Sheriff's Office, Hennepin County Community Corrections, Ramsey County Community Corrections, Minnetonka Police Department, Minneapolis Police Department Crime Lab, Saint Paul Police Department Crime Lab, U.S. Marshals, United States Department of Agriculture (investigations unit), Hennepin County Medical Examiner's Office, and non-profit agencies.

### **Postgraduate Opportunities**

In addition to the various professional opportunities described above, students may also continue their education in graduate programs in criminology, criminal justice, social work, sociology, psychology, public administration, or law. Forensic science certificate students may pursue additional training in chemistry, biology, anthropology, or forensic science graduate programs.

### **Honors and Student Activities**

Students wishing to be considered for honors should request detailed information from department faculty no later than the beginning of spring of their junior year. Honors students must have a GPA of 3.5 or better in the criminology and criminal justice major, and honors projects must be approved by department faculty.

Honors projects should exhibit distinctive scholarship, originality of thought, and a high degree of relevance to a major issue in the discipline. In addition, summer collaborative research projects with faculty are possible. Criminology and criminal justice majors and forensic science certificate students may apply for summer collaborative research funds with a department faculty member.

Hamline's Department of Criminal Justice and Forensic Science has an active and award winning forensic sciences society. Students pursuing a forensic science certificate or a minor in forensic science can become an active member in this student organization to explore educational and career opportunities in the field of forensic science.

### **Forensic Science Certificate for Post-baccalaureate Students**

The Forensic Science Certificate prepares students to work in crime labs and related offices. Applicants must hold a bachelor's degree in natural science from a regionally accredited college or university with a cumulative grade point average of 3.0 or higher. Petitions to earn the certificate through other majors will be evaluated by the chair of the department.

### **Faculty**

**Sarah J. Greenman**, associate professor, criminology and criminal justice. BA, Carleton College; MA 2010, University of Maryland; PhD 2014, University of Maryland. Professor Greenman's areas of expertise include: victimology, sanctioning, and deterrence.

**Ryan P. Larson**, assistant professor, criminology and criminal justice. BA 2014, Concordia College; MA 2018, University of Minnesota; PhD 2022, University of Minnesota. Professor Larson's areas of expertise include: crime, punishment, and inequality, collateral consequences, quantitative methodology and statistics, and causal inference.

**Jillian K. Peterson**, associate professor, criminology and criminal justice. BA, Grinnell College; MA 2009, PhD 2012, University of California, Irvine. Professor Peterson's areas of expertise include: mental illness, forensic

psychology, violent crime, program and policy evaluation.

**Shelly S. Schaefer**, chair, associate professor, criminology and criminal justice. BA, University of Minnesota; MA 2007, University of Minnesota; PhD 2011, University of Minnesota. Professor Schaefer's areas of expertise include: community crime prevention, sociology of punishment, juvenile delinquency and juvenile justice policy, and crime policy evaluation.

**Jamie S. Spaulding**, assistant professor, forensic science. BA 2015, West Virginia University; BS 2015, West Virginia University; MS 2017, West Virginia University; PhD 2020, West Virginia University. Professor Spaulding's areas of expertise include: firearms examination, evidence interpretation, and forensic intelligence.

### **Criminology and Criminal Justice Major (BA)**

Hamline's criminology and criminal justice (CCJ) major provides students a social science approach to the study of crime. The required courses provide a broad foundation in crime and justice, and social research methods to understand criminal justice policy and interventions. CCJ majors develop knowledge of the key components of the criminal justice system. Students learn how policy impacts both the institutions and individuals working within the system. Majors gain a solid methodological foundation to critique policy and criminal justice interventions being used by professionals today.

### **Optional Interdisciplinary Concentrations**

Students pursuing a criminology and criminal justice major may also choose to complete an interdisciplinary concentration in [forensic psychology](#) or [public policy](#).

### **CCJ Major Requirements**

A student majoring in criminology and criminal justice (CCJ) must complete 12 courses using the guidelines described below.

CCJ Core (five courses):

- CJFS 1120 - Crime and Justice in America
- CJFS 1400 - Diversity Issues in Criminal Justice (must be completed at Hamline)

- CJFS 3140 – Research Methods and Data Analysis (must be completed at Hamline)
- CJFS 3750 – Theories of Criminal Behavior (must be completed at Hamline)
- CJFS 5660 – Senior Capstone and Internship in CJFS (must be completed at Hamline)

Statistics (select one):

- MATH 1200 – Statistics
- QMBE 1310 – Statistics

Criminology Core Competency (select one) – Students must complete at least one criminology core competency course at Hamline. Students may take more than one course or transfer a course from this area towards their additional elective course requirements.

- CJFS 3715 – Mental Illness in Criminal Justice
- CJFS 3730 – Victimology
- CJFS 3760 – Juvenile Delinquency/Juvenile Justice

Criminal Justice Core Competency (select one) – Students must complete at least one criminal justice core competency course at Hamline. Students may take more than one course or transfer a course from this area towards their additional elective course requirements.

- CJFS 3700 – Policing in America
- CJFS 3740 – Courts and Sentencing
- CJFS 3770 – Punishment, Corrections and Society

4 Additional Elective Courses – To complete the major, students must complete 4 additional elective courses from the list below. At least 2 courses must be CJFS courses. Students are strongly encouraged to take more than 2 CJFS designated courses.

- CJFS 1150 – Drugs and the Human Body
- CJFS 3400 – Survey of Forensic Science
- CJFS 3700 – Policing in America
- CJFS 3710 – Criminal Law and Practice
- CJFS 3715 – Mental Illness in Criminal Justice
- CJFS 3720 – Constitutional Issues in Criminal Procedure
- CJFS 3730 – Victimology
- CJFS 3740 – Courts and Sentencing

- CJFS 3760 – Juvenile Delinquency/Juvenile Justice
- CJFS 3770 – Punishment, Corrections and Society
- CJFS 3780 – International Crime
- CJFS 3785 – International Criminal Justice
- CJFS 3800 – Inside-Out Prison Exchange
- CJFS 3810 – Topics in Criminal Justice
- CJFS 5670 – Forensic Psychology and the Law
- CJFS 5790 – Crime Policy Evaluation
- CJFS 3980/5980 – approved Special Topics course
- LGST 3420 – Topics in Law (topics must be approved by the department chair)
- SJSC 3350 – Race, Racisms, and Racialization

### **Forensic and Investigative Science Major (BA)**

The BA degree in Forensic and Investigative Science is designed for students who want to discover the theory, analysis, and procedures used in scientifically investigating and processing crime scenes. The major provides a practical and theoretical study for students interested in integrating physical and social sciences (i.e. a student pursuing a career in crime scene investigation, medical examiner office, death investigation and/or eventual aspirational goals in law enforcement as detective of investigative unit–can be paired with the POST concentration).

### **Major Requirements**

Physical Science Foundation:

- BIOL 1510 – Integrated Concepts in Biology I (with Lab)
- BIOL 1520 – Integrated Concepts in Biology II (with Lab)
- CHEM 1130 – General Chemistry I (with Lab)
- CHEM 1140 – General Chemistry II (with Lab)

Forensic and Investigative Science Core Courses:

- CJFS 1120 – Crime and Justice in America
- CJFS 3400 – Survey of Forensic Science
- CJFS 3700 – Policing in America
- CJFS 3720 – Constitutional Issues in Criminal Procedure

- CJFS 5400 – Professional Issues in Forensic Science

Statistics Requirement (choose one):

- MATH 1200 – Statistics
- QMBE 1310 – Statistics

Forensic Science Electives (choose 8 credits):

- ANTH 3440 – Human Osteology and Skeletal Identification (with Lab)
- ANTH 3500 – Forensic Anthropology
- CJFS 3300 – Undergraduate Research in CJFS
- CJFS 3410 – Crime Scene and Death Investigation
- CJFS 3420 – Forensic Biology
- CJFS 3425 – Forensic Chemistry
- CJFS 3435 – Forensic Photography
- CJFS 3440 – Forensic Fingerprint Examination
- CJFS 3445 – Latent Fingerprints
- CJFS 3450 – Forensic Firearm and Toolmark Examination
- CJFS 3460 – Topics in Forensic Science
- LGST 3680 – Law of Evidence for Legal Professionals
- LGST 3690 – Courts and Testimony

Biology or Chemistry Electives (choose two courses from either biology or chemistry):

Biology Electives:

- BIOC 3820 – Biochemistry I (with Lab)
- BIOL 3050 – Principles of Genetics (with Lab)
- BIOL 3060 – Principles of Cell Biology (with Lab)
- BIOL 3770 – Population Genetics and Evolution (with Lab)
- BIOL 5550 – Microbiology (with Lab)
- BIOL 5900 – Molecular Cell Biology (with Lab)
- Other upper-level BIOL elective, with program approval

Chemistry Electives:

- BIOC 3820 – Biochemistry I (with Lab)
- CHEM 3240 – Analytical Chemistry (with Lab)
- CHEM 3330 – Instrumental Methods
- CHEM 3450 – Organic Chemistry I (with Lab)
- CHEM 3460 – Organic Chemistry II (with Lab)
- CHEM 3700 – Chemical Biology
- CHEM 3840 – Inorganic Chemistry (with Lab)

- CHEM 3940 – Advanced Laboratory Techniques
- Other upper-level CHEM elective, with program approval

Capstone:

- CJFS 5660 – Senior Capstone and Internship in CJFS

### **Forensic Science Major (BS) – Forensic Biology Concentration**

The Forensic Science BS degree is designed to develop in-depth scientific knowledge and specialized application to criminal cases in hands-on forensic science study. The interdisciplinary program draws from biology, chemistry, and other physical sciences to advance student knowledge, skills, and perspectives in the collection, analysis, interpretation, reporting, and testimony of evidence.

### **Major Requirements**

Physical Science Foundation:

- BIOL 1510 – Integrated Concepts in Biology I (with Lab)
- BIOL 1520 – Integrated Concepts in Biology II (with Lab)
- CHEM 1130 – General Chemistry I (with Lab)
- CHEM 1140 – General Chemistry II (with Lab)
- CHEM 3450 – Organic Chemistry I (with Lab)
- MATH 1170 – Calculus I

General Physics (two courses):

- PHYS 1150 – Algebra-based Physics I (with Lab)
- PHYS 1160 – Algebra-based Physics II (with Lab) or
- PHYS 1230 – General Physics I (with Lab)
- PHYS 1240 – General Physics II (with Lab)

Forensic Science Core Courses:

- CJFS 3400 – Survey of Forensic Science
- CJFS 5400 – Professional Issues in Forensic Science

Statistics Requirement (choose one):

- MATH 1200 – Statistics
- QMBE 1310 – Statistics

#### Forensic Science Electives (choose 8 credits):

- ANTH 3440 – Human Osteology and Skeletal Identification (with Lab)
- ANTH 3500 – Forensic Anthropology
- CJFS 3300 – Undergraduate Research in CJFS
- CJFS 3410 – Crime Scene and Death Investigation
- CJFS 3425 – Forensic Chemistry
- CJFS 3435 – Forensic Photography
- CJFS 3440 – Forensic Fingerprint Examination
- CJFS 3445 – Latent Fingerprints
- CJFS 3450 – Forensic Firearm and Toolmark Examination
- CJFS 3460 – Topics in Forensic Science
- LGST 3680 – Law of Evidence for Legal Professionals

#### Forensic Biology Concentration – Complete CJFS 3420 and three additional courses from the list below:

- CJFS 3420 – Forensic Biology (required)
- BIOC 3820 – Biochemistry I (with Lab)
- BIOL 3050 – Principles of Genetics (with Lab)
- BIOL 3060 – Principles of Cell Biology (with Lab)
- BIOL 3770 – Population Genetics and Evolution (with Lab)
- BIOL 5550 – Microbiology (with Lab)
- BIOL 5900 – Molecular Cell Biology (with lab)
- Other upper-level BIOL elective, with program approval

#### Capstone:

- CJFS 5660 – Senior Capstone and Internship in CJFS

### **Forensic Science Major (BS) – Forensic Chemistry Concentration**

The Forensic Science BS degree is designed to develop in-depth scientific knowledge and specialized application to criminal cases in hands-on forensic science study. The interdisciplinary program draws from biology, chemistry, and other physical sciences to advance student knowledge, skills, and perspectives in the collection, analysis, interpretation, reporting, and testimony of evidence.

### **Major Requirements**

#### Physical Science Foundation:

- BIOL 1510 – Integrated Concepts in Biology I (with Lab)
- BIOL 1520 – Integrated Concepts in Biology II (with Lab)
- CHEM 1130 – General Chemistry I (with Lab)
- CHEM 1140 – General Chemistry II (with Lab)
- CHEM 3450 – Organic Chemistry I (with Lab)
- MATH 1170 – Calculus I

#### General Physics (two courses):

- PHYS 1150 – Algebra-based Physics I (with Lab)
- PHYS 1160 – Algebra-based Physics II (with Lab)  
or
- PHYS 1230 – General Physics I (with Lab)
- PHYS 1240 – General Physics II (with Lab)

#### Forensic Science Core Courses:

- CJFS 3400 – Survey of Forensic Science
- CJFS 5400 – Professional Issues in Forensic Science

#### Statistics Requirement (choose one):

- MATH 1200 – Statistics
- QMBE 1310 – Statistics

#### Forensic Science Electives (choose 8 credits):

- ANTH 3440 – Human Osteology and Skeletal Identification (with Lab)
- ANTH 3500 – Forensic Anthropology
- CJFS 3300 – Undergraduate Research in CJFS
- CJFS 3410 – Crime Scene and Death Investigation
- CJFS 3420 – Forensic Biology
- CJFS 3435 – Forensic Photography
- CJFS 3440 – Forensic Fingerprint Examination
- CJFS 3445 – Latent Fingerprints
- CJFS 3450 – Forensic Firearm and Toolmark Examination
- CJFS 3460 – Topics in Forensic Science
- LGST 3680 – Law of Evidence for Legal Professionals

Forensic Chemistry Concentration – Complete CJFS 3425 and three additional courses from the list below:

- CJFS 3425 – Forensic Chemistry (required)
- BIOC 3820 – Biochemistry I (with Lab)
- CHEM 3240 – Analytical Chemistry (with Lab)
- CHEM 3330 – Instrumental Methods
- CHEM 3460 – Organic Chemistry II (with Lab)
- CHEM 3550 – Physical Chemistry I
- CHEM 3560 – Physical Chemistry II
- CHEM 3700 – Chemical Biology
- CHEM 3840 – Inorganic Chemistry (with Lab)
- CHEM 3940 – Advanced Laboratory Techniques
- Other upper-level CHEM elective, with program approval

Capstone:

- CJFS 5660 – Senior Capstone and Internship in CJFS

### **Criminology and Criminal Justice Minor**

The criminology and criminal justice (CCJ) minor provides an overview of the study of crime and criminal justice systems.

### **Minor Requirements**

A student minoring in CCJ must complete 24 credits using the guidelines described below.

- CJFS 1120 – Crime and Justice in America
- CJFS 1400 – Diversity Issues in Criminal Justice
- CJFS 3750 – Theories of Criminal Behavior

12 additional CJFS elective credits:

- Students must complete 12 additional CJFS elective credits. At least 8 credits must be numbered 3700 or above. CJFS 34xx, 3610, 3650, and 3985 courses may not be used towards a CCJ minor.

### **Forensic Science Minor**

The forensic science minor complements majors in criminology and criminal justice, legal studies, psychology and other related disciplines by providing students with a concentration of forensic science coursework.

### **Minor Requirements**

To complete a minor in forensic science students must take the following required courses:

- CJFS 1120 – Crime and Justice in America
- CJFS 3400 – Survey of Forensic Science

One chemistry course chosen from the following:

- CHEM 1130 – General Chemistry I (with Lab)
- CHEM 1500 – Advanced General Chemistry (with Lab)

Three additional courses chosen from the following:

- CJFS 1150 – Drugs and the Human Body
- CJFS 1985 – Special Topics in Forensic Science
- CJFS 3410 – Crime Scene and Death Investigation
- CJFS 3420 – Forensic Biology
- CJFS 3440 – Forensic Fingerprint Examination
- CJFS 3450 – Forensic Firearm and Toolmark Examination
- CJFS 3460 – Topics in Forensic Science (topic must be approved by department chair)
- CJFS 3610 – Forensic Toxicology
- CJFS 5670 – Forensic Psychology and the Law
- CJFS 3985 – Special Topics in Forensic Science
- ANTH 3500 – Forensic Anthropology

### **Forensic Science Certificate for Post-Baccalaureate Students**

Forensic science involves the application of scientific principles to legal matters. Forensic scientists are involved with collection and analysis of physical evidence, identifying and linking victims and suspects, and expert witness testimony.

Post-baccalaureate certificate seeking students must have earned a bachelor's degree from a regionally accredited college or university with a cumulative G.P.A. of 3.0, with a major in:

- Biology
- Biochemistry
- Chemistry
- Anthropology\*

\*Certificate seeking students who have earned a bachelor's degree in anthropology from a regionally



accredited college or university with a cumulative G.P.A. of 3.0 are required to complete additional natural science coursework as part of the certificate program. The forensic science certificate program for individuals with an anthropology degree is intended to provide additional training for graduate study leading to a career in forensic anthropology.

Prospective students who have completed other science-related majors may be considered for admission. A strong lab-based major is required. The course of study will be reviewed by the chair of the department during the application review process.

### **Certificate Requirements**

The forensic science core:

- CJFS 1120 – Crime and Justice in America
- CJFS 3400 – Survey of Forensic Science
- CJFS 5400 – Professional Issues in Forensic Science
- CJFS 5660 – Senior Capstone and Internship in CJFS

Statistics, choose 1:

- MATH 1200 – Statistics
- QMBE 1310 – Statistics

Forensic science electives, choose 3:

- ANTH 3500 – Forensic Anthropology
- CJFS 3410 – Crime Scene and Death Investigation
- CJFS 3420 – Forensic Biology
- CJFS 3440 – Forensic Fingerprint Examination
- CJFS 3450 – Forensic Firearm and Toolmark Examination
- CJFS 3460 – Topics in Forensic Science (topic must be approved by department chair)
- CJFS 3610 – Forensic Toxicology
- CJFS 3985 – Special Topics in Forensic Science

**For students with an anthropology degree** – The following natural science courses are also required for the certificate. (Note: CHEM 1500 – Advanced General Chemistry (with lab) may be taken in place of CHEM 1130 and 1140)

- BIOL 1510 – Integrated Concepts in Biology I (with Lab)

- BIOL 3050 – Principles of Genetics (with Lab)
- BIOL 3060 – Principles of Cell Biology (with Lab)
- CHEM 1130 – General Chemistry I (with Lab)
- CHEM 1140 – General Chemistry II (with Lab)

### **Additional requirements for working in a DNA laboratory:**

To qualify for employment in the DNA section of a forensic science laboratory students must complete the following courses or their equivalents.

- BIOC 3820 – Biochemistry I (with Lab)
- BIOL 3050 – Principles of Genetics (with Lab)
- BIOL 3060 – Principles of Cell Biology (with Lab)

### **Note:**

Students planning a career with federal, state, or local forensic science laboratories should be aware that anyone seeking such employment will be expected to undergo an extensive background check. A criminal record or a history of controlled substance abuse (including cannabis) may result in disqualification from employment. Hamline University is unable to advise students as to whether a particular background might be problematic. Students are encouraged to contact their laboratories of interest to obtain information about specific policies.

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

Students who hold a bachelor's degree in anthropology may transfer up to five of the natural science courses required above, with grades of C or better, to apply toward the certificate.

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

## Digital + Studio Art Department

The Digital + Studio Arts major focuses on the development of creative, technical, formal and critical skills in digital, analog and hybridized art forms. The major offers three concentrations which guide students toward building high level skills in a medium: Graphic & Interactive Design, Media Arts (Video, Audio, Photography, VR/AR), and Fine Arts (Sculpture, Printmaking, Painting, Digital Fabrication). The courses offered through the Digital + Studio Art department provide opportunities for artists and designers to develop the formal and technical skills that will enable them to create works that engage and challenge a changing society while maintaining a commitment to traditional making within a contemporary art practice. These areas are broadly defined and will commonly overlap, corresponding to students' specific skills, interests, and goals. The courses in this discipline emphasize the integration of theory and practice.

D+SA coursework is based on hands-on learning experiences, creative challenges, along with abundant peer and faculty feedback. The major builds on the broad critical skills central to the liberal arts. Students will be introduced to a diverse range of artists and designers and develop the ability to frame their work in historical and critical contexts.

D+SA curriculum culminates in a Capstone Senior Seminar course in which students apply what they have learned to produce a final project for the Senior Exhibition.

To help students achieve their creative and professional goals, special emphasis is placed on developing effective project development skills and a robust portfolio. Students will integrate pre-professional work experiences and refine professional writing skills. D+SA students are encouraged to pursue an off campus internship experience to further develop their skills and networks that will prepare them for careers after graduation. Student professional development experiences and off campus travel experiences are supported through generous, competitive departmental grants and scholarships.

Hamline's D+SA major is ideal for future artists, designers, makers, and professionals who will become immersed in the vanguard of current and developing media arts practices, such as audio-visual installation, net art, interactive media design, performance, 3D printing, sound art, physical computing, graphic design, film making, and sound design as well as traditional modes of drawing, painting, sculpture, and illustration. Department faculty are engaged with emerging digital media forms and theory, which positions students on the leading edge of a rapidly evolving media arts landscape and actively seek interdisciplinary work between faculty, students, and the greater university institution.

### Internship, Research, and Work Study Opportunities

D+SA has generous funding to provide students with high impact learning experiences off campus and to support internship experiences through competitive funding and grants. Through the generous travel funding D+SA students have traveled internationally to attend conferences, attended workshops at prestigious art centers such as Anderson Ranch, relocated for the summer to New York and Boston to work for arts organizations, among others. The department values and cultivates internship experiences working closely with students to aggressively place students in transformative experiences that propel their careers forward after graduation.

D+SA Faculty are active participants in the Summer Collaborative Research Program and work with students to develop proposals for consideration.

The Department of Digital + Studio Art also has ample work study positions where students further their education and build applicable skills for the future job market working closely with faculty in a wide range of positions: assistant gallery director, sculpture studio monitors, assistant shop technician, assistant print shop supervisor, equipment desk manager, social media manager, and video producer, among others. D+SA students can also gain professional design, marketing and communications experience through other on-campus work study positions on the HU

Student Activities Programming Board, student publications, athletics, residence life, and HU Creative Services and Marketing offices.

### **Student Success After Graduation**

D+SA majors enter the world after graduation with a breadth and depth of skills and the individual attention that helped students hone their skills and interests. Students have built successful careers in: web design, software engineering, video editing, film making, arts education, arts nonprofits, fine art fabrication, public sculpture, museum and curatorial practices, graphic design, arts management, among many, many others.

At Hamline the D+SA Department values preprofessional practices and skills development by embedding these skills into the curricula and bringing in panels of alumni to guide current students to success and assist in internship placement.

### **Facilities**

Housed across several campus buildings, Digital + Studio Arts has recently updated facilities, studios, and lab spaces dedicated to student use for all students enrolled in the courses and additional support for majors and fosters interdisciplinary work across the department and the college.

#### **Media Arts Lab – BSC 2 – Bush Student Center Lower Level**

16 Window laptops with Adobe CC Suite and a wide range of other software tools installed. This lab also houses seamless backdrops and photo-quality inkjet printing for digital photography courses.

#### **Bush Media Lab – BML 21 – Bush Memorial Library Lower Level**

20 iMac computers with Adobe CC Suite and a wide range of other software tools installed. The computers are organized into pods, with each pod sharing a large HD display for displaying group work.

#### **MakerLab – BSC 6 and 6A – Bush Student Center Lower Level**

15 Raspberry pi computer stations, two 3D printers, soldering stations, electronics tools, Arduino

microcontrollers, and a wide range of electronic components for making hybrid digital/analog artwork.

#### **TypeLab – BSC 6B – Bush Student Center Lower Level**

The TypeLab offers access to tools and resources to further D+SA students' engagement with typography. The lab includes letterpress printmaking equipment, a wide variety of antique wood and metal movable type, screenprinting equipment, a vinyl plotter, a zine library, and a typography research library with several hundred hard-to-find titles.

#### **Audio Suite – BSC 2B – Bush Student Center Lower Level**

iMac computer with Reaper, Ableton Live, Waves, and iZotope RX software installed, Genelec 8030C monitors, Focusrite 8PreX audio interface, rolling monitor for Foley and SFX design, and a range of Foley props for audio post production projects.

#### **Video Suite – BSC 3C – Bush Student Center Lower Level**

27" iMac installed in a separate room for a quiet editing space, outfitted with a high capacity external hard drive, reference monitor for color correction work, and audio monitors.

#### **Painting and Drawing – Drew Fine Arts**

The 2,000-square-foot painting studio and 1,500 square foot drawing studio each has almost 1,000 square feet of north light. It is equipped with ventilation for acrylic and oil paint and is equipped with professional easels and tables for each student. Students enrolled in painting and drawing have access to the studio seven days a week.

#### **Printmaking – Drew Fine Arts**

The printmaking studio provides a creative environment for students to explore cross disciplinary concepts with intaglio, relief and digital printmaking techniques. It has two presses including a large format Takach press, with accompanying acid room, rosin box and large work tables. Students enrolled in printmaking have access to the studio seven days a week.

#### **Sculpture – Studio A/B**

Housed in separate buildings are over 3000 square feet of large studio spaces to allow students maximum flexibility and production of large scale work. The

sculpture studios house an active foundry for casting bronze and aluminum as well as a fully equipped metal shop for steel fabrication. The metal shop has multiple MIG welders, torch cutting rigs, drill press, plasma cutter, horizontal bandsaw, sand blaster, a plethora of hand tools, and a bridge crane to move monumental scale work. The sculpture studio building also houses a flexible working space for students to work on various projects in a multitude of media. Students enrolled in sculpture have access to the studios seven days a week.

### **Sculpture and New Media – Drew Residence Hall**

The sculpture studios also house a separate fully outfitted wood shop with the safest saw–stop table saw; band saw; compound miter saw; thickness planer; drill press; large disk and belt sander; scroll saw; joiner; router table; a plethora of hand tools for shaping, carving, drilling, and sanding; and a new CNC router to bridge traditional making with new media and computer aided design.

### **Art Foundations, Textiles, and Art Clubs – Studio C**

The large building houses a flexible working space for students in foundations as well as project space for students to use and a documentation booth for students to build their portfolio and document their work with high quality studio lighting as well as a micro gallery and new soft sculpture/textiles/fiber studio.

### **Faculty**

Faculty in the Digital + Studio Arts program include internationally recognized artist-practitioners in a range of fields as well as scholars engaged in analyzing the ways art and digital media are changing society.

**Allison Baker**, associate professor, chair. Allison Baker earned her MFA in Sculpture from the Rhode Island School of Design (2015), a BFA in Sculpture, and BA in Gender Studies from Indiana University (2012). Her work investigates hegemonic femininity as a site of transgression and resistance with tongue planted firmly in cheek where she deploys irony and the abject in order to make space to ponder the soul crushing banalities of what many might term "women's work." It's funny (hopefully) but funny with a serrated edge. Allison

has exhibited widely nationally and internationally including at the CICA Museum in South Korea, Zverev Centre of Contemporary Art in Moscow, the Knockdown Center in New York, Hashimoto Contemporary– LA, Spring/Break Art Fair LA 2022 and Franconia Sculpture Park where her public sculpture work is currently exhibited. She is the recipient of multiple Minnesota State Arts Board initiative grants and her work has been reviewed in Hyperallergic, Artnet, among others.

Allison's practice reflects a commitment to mentorship as she has worked with several student teams to complete monumental sculptures in the greater Twin Cities region. Allison is also passionate about inclusion and equity in sculpture and metal casting and has presented on "Pedagogies on Inclusion" at the ICCCIA and NCCIAP conferences which is reflected in her teaching philosophy.

**Joshua Gumiela**, associate professor. BA 2003, MFA 2011, Southern Illinois University. Josh Gumiela is a new media artist and maker whose work explores themes of time and displacement using media including sound design, performance, installation, and digital fabrication. Gumiela has performed at venues including Nashville's Centennial Black Box Theatre and his sound design work has screened at venues including Ethnografilm, Paris. His past exhibitions include New Adventures in Sound Art's Deep Wireless Festival, Currents New Media Festival, and ISEA International.

**Curt Lund**, associate professor. BFA 2001, Iowa State University; MFA 2015 and Ph.D. 2020, University of Minnesota College of Design. Curt Lund (he/him) is an educator, designer, collector–curator, historian, writer–performer, and mixed media artist -- all reflections of his passion for connecting words, images, and objects in nerdy and satisfying ways. Lund's art and design work has been exhibited nationally and internationally, at venues including the Minnesota Museum of American Art, Eden Theological Seminary, Plains Art Center, Sangre de Cristo Arts Center, Goldstein Museum of Design, Marin Society of Artists, University of the West of England (Bristol, UK), and the Mall Of America. His research in the areas of design history, marketing, and museum studies has resulted in

numerous national and international presentations, publications, and exhibitions.

**John-Mark T. Schlink**, senior lecturer, Director of Exhibitions, Soeffker Gallery and Permanent Collection. BA 1991, Hamline University; MFA 2000, University of Nebraska-Lincoln. His areas of expertise are Printmaking and Drawing. His work has been selected for national and international printmaking juried exhibitions including Immersed in Images: Krakow International Print Triennial, Poland, the 2nd International Triennial of Graphic Arts, Livno, Bosnia and Herzegovina and the International Print Center in New York. Schlink's prints have been included in several academic and museum collections including the China Printmaking Museum in Beijing, Museum of Texas Tech University and the Pacific Rim International Print Collection in New Zealand. He has been an Artist in Residence at Kloster Bentlage in Rheine, Germany and Constellation Studios in Lincoln NE. He received an Artist Initiative Grant from the MN State Arts Board in 2020.

**Andrew Wykes**, professor. Surrey Diploma 1979, Richmond upon Thames College, London; BFA 1982, University of London; MFA 1997, American University. Andrew Wykes was born just outside of London in 1960. He studied at Richmond upon Thames College as well as Epsom School of Art and Design, where he received his undergraduate qualifications in fine art. He received his MFA in painting from American University in Washington, D.C. and has taught art for over 37 years in the UK, Belgium and the U.S. Wykes has exhibited nationally and internationally, and his paintings are included in numerous collections in the U.S. and Europe, notably, Cambridge University, UK, Dartmouth College, NH. Les Tapies Arts and Architecture, France and a commission from the new Vikings Stadium Minneapolis. He received Minnesota State Arts Board Artist Initiative Grants in 2009, 2013, 2015 and 2019. He also holds the Agnes Hulburd Conger Prize for Excellence in the Humanities for outstanding research as a painter from Hamline University. In 2009, he was awarded a fellowship at the Ballinglen Arts Foundation in Mayo, Ireland. where he teaches landscape drawing and painting workshops during the summers. He is one of four Minnesota painters featured in filmmaker Kristen

Lowe's documentary *Painting the Place Between*. In 2019 Wykes was selected to be filmed as a participant for the Sky Television series. *Landscape Artist of the Year*, made in the UK. He is represented by the Groveland Gallery, Minneapolis.

## **Digital and Studio Art Major (BA) - Fine Arts Concentration**

### **Digital + Studio Art Core Courses**

Digital media intro:

- DMA 1100 - Introduction to Digital Media Arts

Drawing (choose one):

- ART 1130 - Drawing
- ART 1140 - Drawing from Life

History (choose one):

- ARTH 1100 - World Art
- ARTH 1980 - Special Topics: Contemporary Art History
- DMA 1980 - Special Topics: Graphic Design History

Design (choose one):

- ART 1150 - Art Foundations
- DMA 1120 - Fundamentals of Design

Senior seminar:

- ART 5950 - Senior Seminar

### **Fine Arts Concentration (7 courses)**

History, theory, and context (choose one):

- ARTH 1000-level course not used in the core above
- DMA 1980 - Special Topics: Graphic Design History, if not used in the core above
- Other history, theory, and context course approved by the advisor

Beginning studio courses (choose three):

- ART 1510 - Beginning Sculpture
- ART 1540 - Beginning Painting
- ART 1800 - Beginning Printmaking
- DMA 1410 - Digital Photography I
- Other beginning course approved by the advisor

Intermediate studio courses (choose two):

- ART 3510 - Intermediate Sculpture
- ART 3540 - Intermediate Painting
- ART 3800 - Intermediate Printmaking
- DMA 3410 - Digital Photography II
- Other intermediate course approved by the advisor

Advanced studio course (choose one):

- ART 5710 - Advanced Sculpture
- ART 5740 - Advanced Painting
- ART 5900 - Advanced Printmaking
- Other advanced course approved by the advisor

## **Digital and Studio Art Major (BA) - Graphic and Interactive Design Concentration**

### **Digital + Studio Art Core Courses**

Digital media intro:

- DMA 1100 - Introduction to Digital Media Arts

Drawing (choose one):

- ART 1130 - Drawing
- ART 1140 - Drawing from Life

History (choose one):

- ARTH 1100 - World Art
- ARTH 1980 - Special Topics: Contemporary Art History
- DMA 1980 - Special Topics: Graphic Design History

Design (choose one):

- ART 1150 - Art Foundations
- DMA 1120 - Fundamentals of Design

Senior seminar:

- ART 5950 - Senior Seminar

### **Graphic + Interactive Design Concentration (7 courses)**

Theory and critical context (choose one):

- ANTH 3610 - Visual Anthropology
- ARTH 1980 - Special Topics: Contemporary Art History, if not used in the core above
- COMM 1320 - Introduction to Critical Media Studies

- ENG 3710 - Critical Digital Media Theory
- PHIL 3340 - Philosophy of Art
- THTR 1180 - Introduction to Film Studies
- THTR 3180 - Topics in Film Studies

Three beginning studio courses:

- DMA 1450 - Graphic Design I
- DMA 1460 - Web Design I

One of the following:

- ART 1800 - Beginning Printmaking
- DMA 1410 - Digital Photography I
- DMA 1470 - Animation I
- Other beginning studio course as approved by the advisor

Two intermediate studio courses:

- DMA 3410 - Digital Photography II
- DMA 3450 - Graphic Design II
- DMA 3460 - Web Design II

One advanced studio course:

- DMA 5450 - Graphic Design III
- Other graphic design topics course, with departmental approval

## **Digital and Studio Art Major (BA) - Media Arts Concentration**

### **Digital + Studio Art Core Courses**

Digital media intro:

- DMA 1100 - Introduction to Digital Media Arts

Drawing (choose one):

- ART 1130 - Drawing
- ART 1140 - Drawing from Life

History (choose one):

- ARTH 1100 - World Art
- ARTH 1980 - Special Topics: Contemporary Art History
- DMA 1980 - Special Topics: Graphic Design History

Design (choose one):

- ART 1150 - Art Foundations
- DMA 1120 - Fundamentals of Design

Senior seminar:

- ART 5950 - Senior Seminar

## Media Arts Concentration (7 courses)

Theory and critical context (choose one):

- ANTH 3610 - Visual Anthropology
- COMM 1320 - Introduction to Critical Media Studies
- ENG 3710 - Critical Digital Media Theory
- PHIL 3340 - Philosophy of Art
- THTR 1180 - Introduction to Film Studies
- THTR 3180 - Topics in Film Studies

Three beginning studio courses:

- DMA 1420 - Digital Video I
- DMA 1480 - Digital Audio I

One of the following:

- DMA 1300 - Creative Coding
- DMA 1410 - Digital Photography I
- DMA 1450 - Graphic Design I
- DMA 1460 - Web Design I
- DMA 1470 - Animation I
- DMA 1490 - Fundamentals of Making

Two intermediate studio courses:

- DMA 3420 - Digital Video II
- DMA 3480 - Digital Audio II

One additional advanced or intermediate studio course:

- Any additional 3000 or 5000 level DMA course

## Art (Studio Arts) Minor Requirements

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

Two courses chosen from:

- ART 1130 - Drawing
- ART 1140 - Drawing from Life
- ART 1150 - Art Foundations

One course chosen from:

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

Three courses in a studio concentration - Students concentrate with one beginning, one intermediate, and one advanced course taken in one of the three major studio areas (sculpture, painting, and printmaking).

Alternatively, in consultation with the minor studio advisor, the concentration may be taken in digital photography/new media.

- ART 1510 - Beginning Sculpture
- ART 3510 - Intermediate Sculpture
- ART 5710 - Advanced Sculpture  
or
- ART 1540 - Beginning Painting
- ART 3540 - Intermediate Painting
- ART 5740 - Advanced Painting  
or
- ART 1800 - Beginning Printmaking
- ART 3800 - Intermediate Printmaking
- ART 5900 - Advanced Printmaking  
or
- ART 1900 - Digital Photography I
- ART 3900 - Digital Photography II
- Advanced course in Digital Photography/New Media

One additional beginning studio course

- ART 1510 - Beginning Sculpture
- ART 1540 - Beginning Painting
- ART 1800 - Beginning Printmaking
- ART 1900 - Digital Photography I

## Digital Media Arts Minor Requirements

The minor in Digital Media Arts requires the completion of 6 courses, participation in regular portfolio reviews, and regular meetings with a program advisor.

Foundations

- DMA 1100 - Introduction to Digital Media Arts
- DMA 1120 - Fundamentals of Design

Arts Elective - One course chosen from:

- 1000-level Art History course with preapproval from the D+SA Chair
- MUS 1030 - Music in World Cultures
- THTR 1180 - Introduction to Film Studies
- THTR 3180 - Topics in Film Studies

Technical Skills (3 courses) - Choose three technical skills courses; one must be 3000-level.

- DMA 1300 - Creative Coding
- DMA 1410 - Digital Photography I
- DMA 1420 - Digital Video I

- DMA 1450 – Graphic Design I
- DMA 1460 – Web Design I
- DMA 1470 – Animation I
- DMA 1480 – Digital Audio I
- DMA 1490 – Fundamentals of Making
- DMA 3410 – Digital Photography II
- DMA 3420 – Digital Video II
- DMA 3450 – Graphic Design II
- DMA 3460 – Web Design II
- DMA 3480 – Digital Audio II
- DMA 5420 – Digital Video III
- DMA 5450 – Graphic Design III
- DMA 5480 – Digital Audio III

## English Department

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

1. Students should be able to critically and imaginatively analyze and produce texts, understanding both the theoretical and practical dimensions of reading and communicating.
2. Students should understand the rhetorical, cultural, historical, and interdisciplinary contexts of the texts we study and the texts we produce.
3. Students should join the discourse of the fields of English and explore the nature and possibilities of the professions they could choose. Students should know how to work independently and collaboratively, how to blur and cross disciplinary lines in research and writing, how to investigate complex relationships, how to assess and reflect on their learning processes within the discipline, and how to transfer disciplinary skills beyond disciplinary projects.

All students reach these goals across the range of English disciplines in our core major, and can further specialize in one or more core area for minors or concentrations: Literary and Cultural Studies, Professional Writing and Rhetoric, and Creative Writing. The curriculum connects theory to practice from the very first course and throughout the program, preparing students for research and study abroad experiences, publishing opportunities, and competitive internships across their years at Hamline. Students will hone their practices and develop expertise through civic and professional engagement, developing an understanding of expression and analysis as powerful tools for advocacy and social justice. These learning experiences also offer students marketable skills adaptable to a variety of fields and thorough preparation for many avenues of postgraduate study.



## Honors

Honors projects are student-initiated and culminate in the production of professional quality research projects of 40–50 pages (or equivalent content in various forms). Honors projects offer an opportunity in the junior and senior years for students to work closely with a faculty member on a theoretically sophisticated project designed to explore more deeply a particular focus of the student's major program. This work is conducted independently in consultation with an advisor to be selected from among the full-time faculty. The student should begin exploring an honors project by discussing topics with his or her English advisor.

Students wishing to be considered for honors in English should review the detailed information and application forms available from their academic advisor early in their junior years. Applications are reviewed for approval by the full-time faculty members of the English department. Those who successfully defend their honors projects will be awarded honors at graduation and have the designation of "honors" on their transcripts.

## Collaborative Research

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

## National Conference for Undergraduate Research (NCUR) and Professional Presentations

English majors are encouraged and can apply for resources to present their research at regional and national conferences. Students working on honors projects or completing collaborative research typically submit abstracts for NCUR, a prestigious national conference. Also, students in the fall sections of the senior seminar each produce an abstract and final paper developing their own professional research in the course topic. If accepted by NCUR, these students travel with a large cohort from across the University to present their work in the spring. Others present annually

to an English conference organized by the Associated Colleges of the Twin Cities (ACTC), as well as at various regional and national conferences.

## Internships

To help answer the question: "What do English majors do?" students are strongly encouraged, throughout their coursework and in collaboration with their faculty advisors, to explore connections between their learning experiences in the major/minor and possible meaningful vocations. English majors engage in a great variety of traditional (and less traditional) internships and through courses that offer LEAP (Liberal Education as Practice) credits with experiential, service, or community-based learning opportunities. English majors and minors have had satisfying LEAP experiences at Graywolf Press, Minnesota State Arts Board, WCCO-TV, Minnesota Monthly, Pillsbury United, LearningWorks, Children's Museum, Urban League, ACLU of Minnesota, KFAI, and Bell Museum of Natural History among others.

## Connections to Interdisciplinary Programs

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

## Postgraduate Opportunities

Students' critical reading and writing abilities prepare them for success in the workplace and in postgraduate education. Vocational exploration opportunities are incorporated into the major's gateway courses and senior seminar. The college and department help English majors plan for graduate school; law school; business careers; and writing-related fields such as communications, advertising, and journalism.

## Faculty

**Paul Bogard**, associate professor. BA 1989, Carleton College; MA 2003, University of New Mexico; PhD 2007, University of Nevada, Reno. Creative nonfiction and creative writing, environmental studies and environmental literatures.

**Kristina K. Deffenbacher**, professor. BA 1991, Carleton College; MA 1994, PhD and graduate certificate in gender studies 1998, University of Southern California. Nineteenth-century British literature and culture, contemporary English and Irish literatures, gender studies, literary and cultural theory, composition and rhetoric.

**Jennifer England**, associate professor. BSJ 2009, Ohio University; MA 2011, University of Dayton; PhD 2016, New Mexico State University. Professional writing, environmental and sustainability rhetorics, feminist theory, digital literacies, multimodal composition, and game studies.

**Catheryn Jennings**, assistant professor. BA 2009, MA 2011, Northeastern State University; PhD 2020 Michigan State University. Indigenous Rhetorics, Queer Rhetorics, Composition and Rhetoric, Cultural Rhetorics, archival studies, Digital Rhetorics, Community Engaged Rhetorics.

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

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

**Davu Seru**, assistant professor of practice. BA 2007, Hamline University; MA 2012, University of Minnesota. African American literary and cultural history, improvisation and interdisciplinarity in theory and practice, anthropology of race, gender and nationalism,

African American music, public arts, and Twin Cities history.

**Jermaine Singleton**, professor. BA 1996, University of Illinois at Urbana-Champaign; MA 1999, University of Illinois at Chicago; PhD 2005, University of Minnesota. Nineteenth- and 20th-century African American literature and culture, 19th- and 20th-century American literature and culture, psychoanalytic literary theory, performance studies, gender and sexuality studies, and queer theory.

**Rachel Tofteland-Trampe**, assistant professor. BA 2007, Concordia College-Moorhead; MA 2009, New Mexico State University; PhD 2017, University of Minnesota. Scientific and technical communication, rhetoric and professional communication, digital literacies, multimodality, usability and user experience, and networked learning.

## English Major (BA) – Standard Major Program

The standard English major requires 10 courses. There are three other English major options, the concentrations in creative writing, professional writing and rhetoric, and literary and cultural analysis. Each English major with a concentration requires 12 courses. The department offers three corresponding minors in English, creative writing, and professional writing and rhetoric.

Students interested in an English major are encouraged to take introductory courses (ENG 1200 – Introduction to English Studies, ENG 1800 – Introduction to Professional Writing and Rhetoric, ENG 1900 – Introduction to Literature and Criticism, WRIT 1500 – Introduction to Creative Writing) in their first year and to declare a major as sophomores.

In conjunction with declaring an English major, students must take a "gateway" course in critical methods and contemporary theory, ENG 3020 – Literary and Cultural Theory. As juniors and seniors, students take the five 3000-level inquiry courses, with at least one in each core disciplinary area. Students will begin defining their course plan in 3020 and in coordination with their major advisor.

A senior seminar is the capstone course in which students study a topic in depth and develop independent research and creative projects, while also reflecting on their professional skills defined and tested across the arc of their coursework. ENG 3020 and the senior seminar must be taken at Hamline. ENG 3020 must be taken at least one semester before the senior seminar and is strongly recommended before taking 3000-level literature courses numbered above 3020.

### Major Requirements

Three introductory inquiries:

- ENG 1200 - Introduction to English Studies or THTR 1180 - Introduction to Film Studies
- ENG 1800 - Introduction to Professional Writing and Rhetoric
- ENG 1900 - Introduction to Literature and Criticism or WRIT 1500 - Introduction to Creative Writing

One gateway course:

- ENG 3020 - Literary and Cultural Theory

Five advanced inquiries (see advanced inquiry courses by category below):

- These five 3000-level courses are to be shaped in an intentional plan with the major advisor to meet all the goals of the major. No more than three courses may be taken in any one of the three core areas (literature and cultural analysis, professional writing and rhetoric, creative writing). See advanced inquiry courses by category below.

Capstone course:

- ENG 5960 - Senior Seminar

### English Major (BA) - Creative Writing Concentration

The English major with a concentration in creative writing requires 12 courses through which students integrate a broad foundation in critical analysis, literary study, and theoretical practice with focused training in the craft of creative writing.

Students interested in an English major are encouraged to take introductory courses (ENG 1200 - Introduction to

English Studies, ENG 1800 - Introduction to Professional Writing and Rhetoric, ENG 1900 - Introduction to Literature and Criticism, WRIT 1500 - Introduction to Creative Writing) in their first year and to declare a major as sophomores.

In conjunction with declaring an English major with a concentration in creative writing, students must take WRIT 1500 - Introduction to Creative Writing and a "gateway" course in critical methods and contemporary theory, ENG 3020 - Literary and Cultural Theory. As juniors and seniors, students take the seven 3000-level inquiry courses, two of which must be electives in literary and cultural analysis and/or professional writing, and at least four of which must be 3000-level options in creative writing. Students will begin defining their course plan in 3020 and in coordination with their major advisor.

A senior seminar is the capstone course in which students study a topic in depth and develop independent research and creative projects, while also reflecting on their professional skills defined and tested across the arc of their coursework. ENG 3020 and the senior seminar must be taken at Hamline. ENG 3020 must be taken at least one semester before the senior seminar and are strongly recommended before taking 3000-level literature courses numbered above 3020.

### Major Requirements

Three introductory inquiries:

- ENG 1200 - Introduction to English Studies or THTR 1180 - Introduction to Film Studies
- ENG 1800 - Introduction to Professional Writing and Rhetoric or ENG 1900 - Introduction to Literature and Criticism
- WRIT 1500 - Introduction to Creative Writing

One gateway course:

- ENG 3020 - Literary and Cultural Theory

Seven advanced inquiries (see advanced inquiry courses by category below) - These seven 3000-level courses are to be shaped in an intentional plan with the major advisor to meet all the goals of the major, and must meet the following criteria:

- At least four courses in creative writing

- At least two courses in literature and cultural analysis and/or professional writing

Capstone course

- ENG 5960 – Senior Seminar

### **English Major (BA) – Literary and Cultural Analysis Concentration**

The English major with a concentration in Literary and Cultural Analysis requires 12 courses through which students integrate a broad foundation in critical analysis, literary study, and theoretical practice with focused training in the craft of critical analysis.

Students interested in an English major are encouraged to take introductory courses (ENG 1200 – Introduction to English Studies, ENG 1800 – Introduction to Professional Writing and Rhetoric, ENG 1900 – Introduction to Literature and Criticism, WRIT 1500 – Introduction to Creative Writing) in their first year and to declare a major as sophomores.

In conjunction with declaring an English major with a concentration in literary and cultural analysis, students must take ENG 1800 – Introduction to Professional Writing and a "gateway" course in critical methods and contemporary theory, ENG 3020 – Literary and Cultural Theory. As juniors and seniors, students take the seven 3000-level inquiry courses, two of which must be electives in professional writing and/or creative writing, and at least four of which must be 3000-level options in literary and cultural analysis. Students will begin defining their course plan in 3020 and in coordination with their major advisor.

A senior seminar is the capstone course in which students study a topic in depth and develop independent research and creative projects, while also reflecting on their professional skills defined and tested across the arc of their coursework. ENG 3020 and the senior seminar must be taken at Hamline. ENG 3020 must be taken at least one semester before the senior seminar and are strongly recommended before taking 3000-level literature courses numbered above 3020.

### **Major Requirements**

Three introductory inquiries:

- ENG 1200 – Introduction to English Studies or THTR 1180 – Introduction to Film Studies
- ENG 1800 – Introduction to Professional Writing and Rhetoric
- ENG 1900 – Introduction to Literature and Criticism or WRIT 1500 – Introduction to Creative Writing

One gateway course:

- ENG 3020 – Literary and Cultural Theory

Seven advanced inquiries (see advanced inquiry courses by category below) – These seven 3000-level courses are to be shaped in an intentional plan with the major advisor to meet all the goals of the major, and must meet the following criteria:

- At least four courses in literary and cultural analysis
- At least two courses in professional writing and rhetoric and/or creative writing

Capstone course:

- ENG 5960 – Senior Seminar

### **English Major (BA) – Professional Writing and Rhetoric Concentration**

The English major with a concentration in professional writing and rhetoric requires 12 courses through which students integrate a broad foundation in critical analysis, literary study, and theoretical practice with focused training in the craft of professional writing.

Students interested in an English major are encouraged to take introductory courses (ENG 1200 – Introduction to English Studies, ENG 1800 – Introduction to Professional Writing and Rhetoric, ENG 1900 – Introduction to Literature and Criticism, WRIT 1500 – Introduction to Creative Writing) in their first year and to declare a major as sophomores.

In conjunction with declaring an English major with a concentration in professional writing and rhetoric, students must take ENG 1800 – Introduction to Professional Writing and a "gateway" course in critical methods and contemporary theory, ENG 3020 – Literary

and Cultural Theory. As juniors and seniors, students take the seven 3000-level inquiry courses, two of which must be electives in literary and cultural analysis and/or creative writing, and at least four of which must be 3000-level options in professional writing and rhetoric. Students will begin defining their course plan in 3020 and in coordination with their major advisor.

A senior seminar is the capstone course in which students study a topic in depth and develop independent research and creative projects, while also reflecting on their professional skills defined and tested across the arc of their coursework. ENG 3020 and the senior seminar must be taken at Hamline. ENG 3020 must be taken at least one semester before the senior seminar and are strongly recommended before taking 3000-level literature courses numbered above 3020.

### Major Requirements

Three introductory inquiries:

- ENG 1200 - Introduction to English Studies or THTR 1180 - Introduction to Film Studies
- ENG 1800 - Introduction to Professional Writing and Rhetoric
- ENG 1900 - Introduction to Literature and Criticism or WRIT 1500 - Introduction to Creative Writing

One gateway course:

- ENG 3020 - Literary and Cultural Theory

Seven advanced inquiries (see advanced inquiry courses by category below) - These seven 3000-level courses are to be shaped in an intentional plan with the major advisor to meet all the goals of the major, and must meet the following criteria:

- At least four courses in professional writing and rhetoric
- At least two courses in literature and cultural analysis and/or creative writing

Capstone course

- ENG 5960 - Senior Seminar

### English Major Advanced Inquiry Courses

Literary and Cultural Analysis:

- ENG 3100 - Introduction to African-American Studies
- ENG 3450 - Studies in Literatures Across Cultures
- ENG 3510 - Studies in a Single Author or THTR 3150 - Topics in Theatre History (when the topic is Shakespeare)
- ENG 3530 - Studies in British Literatures
- ENG 3540 - Studies in American Literatures

Professional Writing and Rhetoric:

- ENG 3320 - Fundamentals of Journalism
- ENG 3330 - Topics in Journalism
- ENG 3370 - Topics in Professional Writing
- ENG 3710 - Critical Digital Media Theory
- ENG 3720 - Teaching Writing: Theory and Practice

Creative Writing (Note: 3000-level WRIT courses may have prerequisites outside of the English major):

- WRIT 3110 - Forms and Elements of the Craft: Poetry
- WRIT 3120 - Forms and Elements of the Craft: Fiction
- WRIT 3130 - Forms and Elements of the Craft: Creative Nonfiction
- WRIT 3140 - Forms and Elements of the Craft: Digital Storytelling
- WRIT 3320 - Fantasy Writing
- WRIT 3400 - Writing for Kids and Teens
- WRIT 3450 - Runestone: Introduction to Literary Publishing
- WRIT 3540 - Creative Writing Workshop

### Minor Programs

The English department offers the Applied Linguistics minor, the standard English minor, the English minor in Creative Writing, the English minor in Professional Writing and Rhetoric, and the Linguistics minor.

## Applied Linguistics Minor with Advanced TEFL Certificate

The undergraduate applied linguistics minor with the advanced Teachers of English as a Foreign Language (TEFL) certificate is designed to prepare students for opportunities to teach English abroad. This combined minor and certificate are unique in the extensive clinical component with theoretical and practical coursework in linguistics. Both the undergraduate College of Liberal Arts and graduate level English as a Second Language Program in the School of Education and Leadership offer the courses for the minor and certificate.

This collaboration between programs and the combined undergraduate/graduate coursework provide undergraduates with a pre-professional curriculum that prepares students upon graduation for opportunities to work abroad even as they make decisions about further education or career pathways in fields such as education, intercultural communication, communication technology, digital media and professional writing, government, international business, international law or policy studies.

Hamline's internationally-recognized TEFL graduate program was established in 1991 and over 1200 Hamline graduates have taught in more than 40 countries worldwide. Undergraduates can complete the initial 8-credit TEFL Certificate in one academic year. You must take TEFL Part I (ESL 7621) in the Fall term and TEFL Part II (ESL 7622) in the Spring term to be eligible for the TEFL Certificate.

The TEFL course is by application only, and junior or senior standing at the start of the course is required. Please contact Betsy Parrish (bparrish@hamline.edu ; 651-523-2853) for an interview and information on the application process. For a complete description of the TEFL course, go to [hamline.edu/tefl](http://hamline.edu/tefl).

Undergraduates may also complete the one-month intensive TEFL course in the summer. Preference is given to graduate students for the evening programs.

## Minor Requirements

The minor in Applied Linguistics requires a minimum of five courses and 20 credits as follows. (Please note: registration for graduate-level ESL courses requires special permission; use the Cross-School/Cross-Program registration form found at [www.hamline.edu/registrar/forms](http://www.hamline.edu/registrar/forms).)

- ESL 7621 – TEFL Certificate Part I
- ESL 7622 – TEFL Certificate Part II
- ESL 8100 – Linguistics for Language Teachers (must be taken prior to any of the ESL electives below)
- ESL 8120 – Pedagogical Grammar and Discourse

Elective course(s) – Complete at least four credits from the following list:

- MODL 1020 – Language and Society
- or ESL 8110 – Language and Society
- ANTH 3050 – Topics in Linguistic Anthropology
- ESL 8130 – Exploring Learner Language and Second Language Acquisition
- ESL 8160 – Phonetics and Phonology
- ESL 8150 – Advanced Linguistic Analysis

**Note:** An undergraduate student pursuing an applied linguistics minor needs to satisfy at least one academic year of language study (or its equivalent as determined by the Modern Languages Department).

## Standard English Minor Requirements

The standard English minor requires six courses, including:

- ENG 1200 – Introduction to English Studies or THTR 1180 – Introduction to Film Studies
- ENG 1900 – Introduction to Literature and Criticism
- ENG 3020 – Literary and Cultural Theory

Two advanced-level literature courses – Choose two from the following:

- ENG 3100 – Introduction to African-American Studies
- ENG 3450 – Studies in Literatures Across Cultures

- ENG 3510 – Studies in a Single Author or THTR 3150 – Topics in Theatre History (when the topic is Shakespeare)
- ENG 3530 – Studies in British Literatures
- ENG 3540 – Studies in American Literatures
- ENG 3570 – Women and Literature

One elective chosen from the following:

- ENG 3320 – Fundamentals of Journalism
- ENG 3330 – Topics in Journalism
- ENG 3370 – Topics in Professional Writing
- ENG 3710 – Critical Digital Media Theory
- ENG 3720 – Teaching Writing: Theory and Practice
- Literature courses from the list above
- WRIT 1500 – Introduction to Creative Writing
- WRIT courses at the 3000-level (if prerequisites are met)

### English Minor in Creative Writing Requirements

Six courses are required, including:

- ENG 1200 – Introduction to English Studies
- ENG 1900 – Introduction to Literature and Criticism
- ENG 3020 – Literary and Cultural Theory
- WRIT 1500 – Introduction to Creative Writing

Two upper level creative writing courses – Choose two courses at the 3000-level:

- WRIT 3110 – Forms and Elements of the Craft: Poetry
- WRIT 3120 – Forms and Elements of the Craft: Fiction
- WRIT 3130 – Forms and Elements of the Craft: Creative Nonfiction
- WRIT 3540 – Creative Writing Workshop
- WRIT 3xxx – Topics course

**Note:** Some WRIT courses have prerequisites that require them to be taken in sequence. For English majors, these courses are in addition to those counted in the major program.

### English Minor in Professional Writing and Rhetoric Requirements

Six courses are required, including:

- ENG 1800 – Introduction to Professional Writing and Rhetoric
- ENG 1900 – Introduction to Literature and Criticism
- ENG 3020 – Literary and Cultural Theory

Two 3000-level professional writing courses – Choose two courses from the list below. Note: ENG 3330 and 3370 may be taken more than once with different topics. For English majors, these courses are in addition to those counted in the major program.

- ENG 3320 – Fundamentals of Journalism
- ENG 3330 – Topics in Journalism
- ENG 3370 – Topics in Professional Writing
- ENG 3710 – Critical Digital Media Theory
- ENG 3720 – Teaching Writing: Theory and Practice

One professional writing elective – Choose one additional course from the list above or an option from the list below:

- COMM 3390 – Organizational Communication
- DMA 1120 – Fundamentals of Design
- DMA 1420 – Digital Video I
- DMA 1460 – Web Design I
- MKTG 3100 – Foundations of Marketing
- WRIT 1500 – Introduction to Creative Writing
- A relevant internship (INTD 3990)

### Linguistics Minor Requirements

The linguistics minor requires a minimum of five courses or 20 credits as follows:

- ANTH 3050 – Topics in Linguistic Anthropology
- MODL 1010 – The Language Phenomenon
- MODL 1020 – Language and Society
- ESL 8100 – Linguistics for Language Teachers

Elective course(s) – A minimum of three elective credits are required from the following list. (Please note: registration for graduate-level ESL courses requires special permission; use the Cross-School/Cross-Program registration form found at [www.hamline.edu/registrar/forms](http://www.hamline.edu/registrar/forms).)

- ESL 8120 – Pedagogical Grammar and Discourse
- ESL 8130 – Exploring Learner Language and Second Language Acquisition
- ESL 8160 – Phonetics and Phonology
- ESL 8150 – Advanced Linguistic Analysis
- An ACTC linguistics course at the intermediate level or above

## **Environmental Studies Program**

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

The environmental studies major allows students to combine their interests in specific or general environmental topics with traditional disciplinary or other program emphasis, and to gain the broader training needed to address complex environmental issues. Individuals with environmental problem-solving abilities are needed in many facets of society, including science, education, politics, law, public health, business, public administration, and community organizing. Each environmental studies major will follow an individualized program of study that will include the eight required courses, plus seven courses of the student's choice, including at least three upper level courses, in four possible emphasis areas:

- Environmental communication and writing (Affiliated faculty: Paul Bogard, Jen England, Mike Reynolds, Catheryn Jennings)
- Environmental advocacy, collaborative leadership, and community systems (Affiliated faculty: Kathryn Geurts, Valentine Cadieux)
- Environmental learning and climate literacy (Affiliated faculty: Patty Born)
- Environmental field studies and ecology (Affiliated faculty: Leif Hembre, Bonnie Ploger)

Within these areas, students customize their focus. Students can also propose an individualized emphasis area.

Students in the environmental studies program can take advantage of Hamline's location in the Twin Cities to pursue many internship and research opportunities, including with government agencies, businesses, and community groups.



## Interdisciplinary Concentration

Environmental studies majors may also choose to complete an [interdisciplinary concentration in public policy](#). The public policy concentration educates students about public policy and helps them to develop the knowledge and skills necessary to create innovative, socially responsible solutions to the most critical issues facing society. The program forms an arc, beginning with an introduction to ethical public policy, building skills with methodology coursework, and culminating with a capstone experience in which students engage directly with a public policy issue in a semester-long applied project or internship. Students will acquire an extensive set of skills in policy evaluation and analysis, equipping them to become agents of change to improve the quality of life for people and their communities, at home and abroad. The public policy concentration is open to students majoring in criminology and criminal justice, economics, environmental studies, legal studies, political science, or public health sciences.

**Program directors:** Paul Bogard, English, and Patty Born, Natural Science and Environmental Education.

## Environmental Studies Major (BA)

Students interested in the Environmental Studies major should consult with the directors as soon as possible. The directors can help plan the best course of study for your interests. The ESTD program is interdisciplinary, and courses from a variety of programs and majors will apply toward the ESTD major.

Students pursuing an environmental studies major may also choose to complete an [interdisciplinary concentration in public policy](#).

## Major Requirements

- ESTD 1100 – Introduction to Environmental Studies
- ESTD 1500 – Planetary Home Care Manual
- BIOL 1130 – Biodiversity and Conservation Biology (with Lab)
- ESTD 3850 – Campus Sustainability (or ESTD 1850 – Campus Sustainability)

- ESTD 3990 – Internship (Note: An unregistered internship may be used with approval of the program director. Unregistered internships do not fulfill the Hamline Plan LEAP requirement.)
- ESTD 3950 – Environmental Systems and Relationships
- ESTD 5950 – Senior Seminar: Problem Solving in Environmental Studies

## Emphasis Area

Eight courses are required in an area of emphasis chosen by the student and approved by the director. At least three courses must be 3000-level or higher. These courses are to be proposed with a half-page explanatory essay that serves as an application to the major. The eight courses must include courses spread across the five breadth areas as noted below. The three remaining courses may be any courses relevant to the approved emphasis.

### Breadth areas:

1. Environment and Human Values
2. Quantitative Methods
3. Economics and Public Policy
4. Culture, Politics, and Economy
5. Natural and Physical Science

## Environmental Studies Minor

The Environmental Studies Minor allows interested non-majors to participate in Hamline's rich, interdisciplinary offerings related to the Environment, including via clusters around environmental writing and communication, ecology, and community engagement. This 20-credit program provides an achievable, coherent minor that introduces students to the pressing environmental issues of our time, familiarizes them with approaches to mitigate and adapt to environmental change, and provides valuable skills in systems thinking, community engagement, communication, collaboration, and other relevant environmental competencies.

## Minor Requirements

- ESTD 1100 – Introduction to Environmental Studies
- ESTD 3950 – Environmental Systems and Relationships
- ESTD 5950 – Senior Seminar: Problem Solving in Environmental Studies

Two Environmental Studies elective courses – Choose two courses from the list below:

- BIOL 1130 – Biodiversity and Conservation Biology (with Lab)
- ESTD 1500 – Planetary Home Care Manual
- ESTD 1850 – Campus Sustainability
- ESTD 3850 – Campus Sustainability
- Any course with the Environmental Studies "Area of Study" course tag. See the course listings each term for offerings.

## Exercise Science Program

Exercise Science is a popular field within the natural sciences with broad and diverse research questions, academic paths, and career options. For example, understanding the effects of physical inactivity on the health and wellness in people of all ages is becoming increasingly important, given the impact of inactivity, poor nutrition, and overweight/obesity on chronic disease risk and mortality. In addition, ways to improve athletic performance, optimize training adaptations and recovery from exercise, and reduce injury risk are important areas of human performance research. Exercise Scientists study these questions and apply what they learn to improve health, wellness, athletic performance, injury prevention, and injury recovery. They do so by becoming physical therapists, athletic trainers, exercise physiologists, sports scientists, biomechanists, professors, researchers, cardiac rehabilitation specialists, occupational therapists, wellness specialists, and other specialties within the field.

## Exercise Science Major

The Exercise Science major is designed to prepare students for pursuing professional studies in Physical Therapy, graduate studies in Exercise Science/Exercise Physiology or Biomechanics, entry into Athletic Training, Cardiac Rehabilitation or related specialized Masters-level programs, or for successful careers in the health and wellness area. The program is in the Biology Department and is solidly based in the natural sciences, thus meeting the prerequisites for most graduate or professional programs. Exercise Science students may choose to pursue a Bachelor of Arts (BA) or a Bachelor of Science (BS) degree. For students planning to pursue graduate school in Exercise Physiology or Sports Science, or professional programs such as Physical Therapy, the BS degree will satisfy most prerequisites for those programs. For students interested in Athletic Training, Occupational Therapy, or direct entry into the wellness/fitness industry, the BA degree will prepare them well for those paths. (Students interested in pursuing professional programs or graduate school

should see the notes section after the course requirements below.)

**For students interested in Pre-Physical Therapy & other professional programs such as Cardiac Rehab, Occupational Therapy, Athletic Training, etc.:**

The course requirements for the major are designed to meet the basic requirements for admission to PT and other professional programs. However, it is crucial that you consult specific programs of interest to verify their specific requirements. Additional requirements can be fulfilled through non-major elective courses. Pre-PT students are strongly encouraged to take General Psychology, Abnormal Psychology, Lifespan Development, and a Medical Terminology course, as these are required for most programs. Some programs require or encourage students to take additional courses such as Calculus I, Principles of Genetics, or Principles of Cell Biology. Check your specific graduate or professional programs of interest for details about prerequisite courses.

Pre-PT Internship requirements: Most programs require a minimum of 100 hours of observation and experience in a variety of physical therapy settings. Therefore, an internship experience is essential.

**For students interested in pursuing graduate school (Masters or PhD):**

It is a good idea to check your programs of interest to be sure that you are satisfying all their requirements for admission. The course requirements for the major are designed to meet the basic requirements for admission, but each program often has a prerequisite that may be different from the others, for example, Principles of Genetics and Principles of Cell Biology are frequently required or encouraged. Also, research experience is usually a requirement.

**Exercise Science Major (BA) Requirements**

- BIOL 1510 – Integrated Concepts in Biology I (with Lab)
- BIOL 1520 – Integrated Concepts in Biology II (with Lab)
- EXSC 3210 – Human Anatomy and Physiology I (with Lab)

- EXSC 3220 – Human Anatomy and Physiology II (with Lab)
- EXSC 3300 – Research Methods in Exercise Science
- EXSC 3400 – Biomechanics and Kinesiology (with Lab)
- EXSC 3510 – Exercise Physiology (with Lab)

Chemistry (choose one):

- CHEM 1130 – General Chemistry I (with Lab)
- CHEM 1500 – Advanced General Chemistry (with Lab)

Physics (choose one):

- PHYS 1150 – Algebra-based Physics I (with Lab)
- PHYS 1230 – General Physics I (with Lab)

Statistics (choose one):

- MATH 1200 – Statistics
- QMBE 1310 – Statistics
- Other equivalent course in statistics

Electives – 16 credits of elective coursework are required from the list below. Selected exercise science courses offered at ACTC schools, but not at Hamline, or additional exercise science courses offered at Hamline could be counted as electives; however, students are strongly encouraged to contact the Exercise Science program director to make sure that the courses are indeed approved ahead of time.

- EXSC 3010 – Motor Control and Learning
- EXSC 3500 – Nutrition for Health and Fitness
- EXSC 3980 – Special Topics (recent topics: Physiology of Aging, Prevention and Management of Athletic Injuries)
- EXSC 5510 – Advanced Exercise Physiology: Clinical Applications (with Lab)

Seminar and Capstone:

- EXSC 5961 – Exercise Science Seminar I
- EXSC 5962 – Exercise Science Seminar II
- EXSC 5963 – Exercise Science Seminar III
- EXSC 5964 – Exercise Science Seminar Presentation
- EXSC 5950 – Senior Capstone

Internship or Research – Choose one internship or research experience:

- EXSC 3990: Internship, or
- EXSC 4010: Collaborative Research, or
- EXSC 5010: Departmental Honors

### **Exercise Science Major (BS) Requirements**

- BIOL 1510 – Integrated Concepts in Biology I (with Lab)
- BIOL 1520 – Integrated Concepts in Biology II (with Lab)
- EXSC 3210 – Human Anatomy and Physiology I (with Lab)
- EXSC 3220 – Human Anatomy and Physiology II (with Lab)
- EXSC 3300 – Research Methods in Exercise Science
- EXSC 3400 – Biomechanics and Kinesiology (with Lab)
- EXSC 3510 – Exercise Physiology (with Lab)

Chemistry – Students must complete the following Chemistry courses:

- CHEM 1130 – General Chemistry I (with Lab)
- CHEM 1140 – General Chemistry II (with Lab)

Physics (2 courses) – Choose a Physics I and II series.

- PHYS 1150 – Algebra-based Physics I (with Lab)
- PHYS 1160 – Algebra-based Physics II (with Lab)  
or
- PHYS 1230 – General Physics I (with Lab)
- PHYS 1240 – General Physics II (with Lab)

Statistics (choose one):

- MATH 1200 – Statistics
- QMBE 1310 – Statistics
- Other equivalent course in statistics

Electives – 16 credits of elective coursework are required from the list below. Selected exercise science courses offered at ACTC schools, but not at Hamline, or additional exercise science courses offered at Hamline could be counted as electives; however, students are strongly encouraged to contact the Exercise Science program director to make sure that the courses are indeed approved ahead of time.

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Seminar and Capstone:

- EXSC 5961 – Exercise Science Seminar I
- EXSC 5962 – Exercise Science Seminar II
- EXSC 5963 – Exercise Science Seminar III
- EXSC 5964 – Exercise Science Seminar Presentation
- EXSC 5950 – Senior Capstone

Internship/Research – Choose one internship or research experience:

- EXSC 3990: Internship or
- EXSC 4010: Collaborative Research or
- EXSC 5010: Departmental Honors

## Global and Area Studies Department

Hamline's Global studies program trains majors and minors to become not only *global thinkers* but also *global citizens*, attuned to the multifaceted interconnections that shape our world. Global Studies majors are able to examine the ways people are linked across the globe through technology, international and local organizations, transnational trade, cultural practices, and shared histories. Through a wide array of interdisciplinary courses to choose from, Global Studies is flexible in that it allows students to tailor the program to match their interests. While studying various global issues such as climate change, human rights, international relations, or economic development, students also learn to use a multidisciplinary lens to analyze how a global phenomenon is manifested on a local level and its effects on their own backyard. As such, students are expected to specialize in one geographic area and language of their choice. Majors conduct self-designed off-campus research projects culminating in substantive capstone papers for presentation on campus and at national conferences. Other co-curricular opportunities for students include working with department faculty on collaborative research, internships, participating in Hamline's Model United Nations program, and studying abroad. Post-graduation, our students have found fulfilling careers with government departments, non-profit and international organizations, UN agencies, corporations, law firms, academic institutions, and other employers who value their liberal arts skills and global expertise.

### Faculty

**Leila DeVriese**, professor. MA 1996, University of Toronto; PhD 2002, Concordia University, Montreal; Post-Doctorate, 2004, McGill University. Transnational social movements, activism, globalization, human rights and women's rights, international political economy, Middle East. She also teaches in the social justice program.

**Kathryn Geurts**, professor, chair. BA 1984 Sarah Lawrence College; MA 1991, PhD 1998, University of Pennsylvania. Cultural/medical/psychological/sensorial

anthropology; African studies and disability studies; health and human rights; theory of ethnography; feminist theory. She also teaches in the public health sciences and social justice programs.

### Global Studies Major (BA)

A student graduating with a global studies major will be able to:

- Analyze transnational/transcultural issues using field specific concepts
- Apply methodological approaches from more than a single discipline
- Formulate a global studies research question
- Work in a language other than his/her first language
- Communicate in depth knowledge of a region of the world or cultural group.
- Use technology as a resource for research and communication.

Majors can specialize in the following thematic tracks:

- Global Governance
- Global Economy and Development
- Global Environmental Sustainability
- Global Justice
- Global Cultural Flows

This can be done through their choice of Upper-Level Electives. Majors must work with their Global Studies advisor to determine which courses fall under each thematic track.

To link the global to the local, majors will pursue thematic tracks in conjunction with a regional concentration in one of the following geographic areas:

- Africana
- East Asia
- Europe
- Latin America
- Middle East

### Major Requirements and Expectations

Language

- Equivalence of at least four semesters of a language other than the student's first language (with a certificate of proficiency where offered, highly recommended).

#### Foundational Courses

- GLOB 1910 - Introduction to Global Studies (ideally taken in the first year)
- GLOB 3020 - Interdisciplinary Research Methods

#### Regional/Cultural Concentration

- Three courses focused on a specific global region or culture.

#### Disciplinary Breadth/Depth

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

#### Off-Campus Study

- An off-campus study experience is required. This could be fulfilled through local internships or international study away.

#### Upper-Level Elective Courses

- Three interdisciplinary, thematic, transnational courses from a designated list of GLOB area of study offerings. These are normally taken in junior and senior years.

Capstone Seminar - One of the following, normally taken senior year:

- GLOB 5900 - Senior Research Seminar
- GLOB 5010 - Honors Project

#### Summary of Course Requirements for the Major

- Language (0-4 courses)--requirement can be met in whole or part at matriculation; can be met in part through off-campus study.
- Foundational courses (2 courses)
- Regional/Cultural Concentration (3 courses)--requirement can be met in part through off-campus study
- Off-Campus Study (domestic or international)
- Upper-Level Electives (3 courses)
- Capstone Seminar/Project (1 course)

#### **Global Studies Minor Requirements**

The following are the course requirements for a minor in Global Studies:

- GLOB 1910 - Introduction to Global Studies
- GLOB 3020 - Interdisciplinary Research Methods
- One (1) course focused on a specific global region or culture
- Two (2) interdisciplinary, thematic, transnational courses from designated list of GLOB area of study offerings
- Equivalence of at least two (2) semesters of a foreign language

## History Department

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

### Resources for Nonmajors

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

### Practicum Program

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

### Honors Program

In the spring of their junior year, interested History majors who meet the requirements can apply to write a departmental honors project in their senior year. Students choose faculty members with whom they wish to work, prepare a major paper based on primary source materials, and present it to the department for consideration.

## Postgraduate Opportunities

History graduates pursue careers in a wide variety of professions and public service from teaching to law, from community service to governmental agencies and the private sector. The department works closely with the program in education for students seeking the secondary school licensure in social studies.

### Faculty

**Kate Bjork**, professor, chair. AB 1985, University of California-Berkeley; MA 1989, University of Chicago; PhD 1998, University of Chicago. Latin America, U.S. West and borderlands, colonialism, slavery and emancipation, disease and the environment, social and comparative history.

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

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

### History Major (BA)

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

### Major Requirements

A major in history consists of nine courses.

Three 1000-level courses from the following:

- HIST 1200 - Ancient Greece and Rome
- HIST 1210 - Plague, War, Slavery, and Ideas in European History
- HIST 1220 - Reforms and Revolutions in Europe
- HIST 1230 - Islam in Europe: The Ottoman Empire
- HIST 1300 - Introduction to American History: Civil War and Reconstruction
- HIST 1310 - Introduction to American History: 1877-Present

- HIST 1400 – Latin American History: Pre-Columbian to Modern
- HIST 1410 – Latin American History: Cuba and Puerto Rico
- HIST 1420 – Latin American History: Mexico
- HIST 1430 – Historical Study Abroad
- HIST 1600 – Introduction to Chinese History

#### Methodology Course

- HIST 3010 – Historical Methods

Topical Seminars – four history courses at the 3000-level from the following:

- HIST 3760 – Topics in the History of Imperialism
- HIST 3800 – Topics in Gender History
- HIST 3880 – Topics in the History of War
- HIST 3910 – Topics in Russian and Eastern European History
- HIST 3930 – Topics in United States History
- HIST 3940 – Topics in Latin American History
- HIST 3960 – Topics in Comparative History

Capstone experience chosen from the following:

- HIST 5950 – Seminar in History
- HIST 5010 – Departmental Honors Project\*

\*Outstanding students may choose to write a Departmental Honors Project rather than taking the Senior Seminar. These students apply to work with a faculty adviser (in the spring of the junior year), write a significant research paper based on primary source materials, and present it to the department for consideration. Note: students are given an Independent Study (HIST 5970) only when a Departmental Honors Project is converted mid-year.

### History Minor Requirements

A minor in history consists of six courses:

- Three 1000-level courses
- HIST 3010 – Historical Methods
- Two additional 3000-level courses

## Legal Studies Department

The Legal Studies Department offers courses and programs for students interested in learning about our legal system and understanding how law addresses (or fails to address) societal issues. Our courses are particularly relevant to those considering becoming a lawyer or paralegal or working in a heavily regulated field, but are applicable to nearly every future pursuit. In Legal Studies, students learn about the law in the context of Hamline's liberal arts tradition and long-standing commitment to community involvement aimed at developing excellent critical thinking and communication skills. Courses in the Legal Studies Department are taught by experienced legal studies professors, who are themselves lawyers, or have legal training, together with practicing lawyers who teach as adjunct faculty. Our students complete internships with law firms, government agencies, court systems, corporations, and non-profit organizations. In addition to the major, the Legal Studies Department offers an ABA-approved Paralegal Certificate Program and a nationally-recognized mock trial program.

The Legal Studies Department also provides solid academic preparation and an enriched learning environment for students who wish to attend law school or pursue other graduate legal education. Additionally, the Hamline Plan provides a broad-based education, ensuring that pre-law students develop the reading, analyzing, writing, and speaking skills sought by law schools. Pre-law students can major in any field, and law-related classes and activities foster and develop the students' critical thinking and other important skills and their interest in law while they prepare for law school. After completing their baccalaureate degree, students who want to be lawyers will need to earn a law degree and pass the bar exam.

### Program Objectives

Graduates from Hamline University's Legal Studies Department will be able to:

- Demonstrate analytical and critical thinking skills appropriate to the study of legal issues and legal problems in the United States.



- Demonstrate a broad understanding of public and private law across the curriculum including courses that emphasize diverse perspectives.
- Investigate and explain current legal issues using appropriate legal research methodology and legal writing skills.
- Communicate effectively in writing and in speaking with diverse audiences in a variety of formal and informational legal settings.

Hamline Legal Studies who also complete the Hamline's Graduate Paralegal Certificate will be able to:

- Demonstrate competence in key foundational areas of U.S. law including mastering knowledge of the structure, components, and functioning of the U.S. legal systems.
- Find, synthesize, and explain the reasoning and rules contained in legal authorities and apply them to a variety of legal situations using rule based reasoning.
- Master appropriate strategies and technologies to retrieve, use, and manage research materials and digital information effectively and efficiently, including effective legal citation.
- Understand and fulfill ethical obligations required of professionals who work in legal environments.
- Apply advanced legal knowledge and skills in legal practice experience.

### Academic Program Overview

The Legal Studies Department offers a major, two minors, law school early admission (3-3) programs, a graduate paralegal certificate (GPC), and a master in the study of law (MSL).

### Legal Studies Majors

The department offers three options for majors: Legal Studies: Law and Society, Legal Studies with the Graduate Paralegal Certificate, and Feminist Legal Studies in Civil Rights and Equity. These options are designed to suit the needs and interests of pre-law students, students completing their paralegal certificate, and students majoring in other disciplines heavily impacted by law such as criminal justice, business, environmental studies, political science,

communications, management, and global studies. Hamline's undergraduate program provides specific training in law and related professional skills within the context of a broader liberal arts education.

### Interdisciplinary Concentrations

Students pursuing any of the legal studies major options may also choose to complete an interdisciplinary concentration in forensic psychology or public policy.

- **The [forensic psychology concentration](#)** provides a multidisciplinary approach to the study of crime, motivations for criminal behavior, and the response and use of psychology in the American legal system. A concentration in forensic psychology is open to students majoring in criminology and criminal justice, legal studies, or psychology. In addition to their major, students complete coursework that provides students with the foundational knowledge of our legal system, criminology, and psychology that culminates in a senior seminar, CJFS 5670 Forensic Psychology and the Law.
- **The [public policy concentration](#)** educates students about public policy and helps them to develop the knowledge and skills necessary to create innovative, socially responsible solutions to the most critical issues facing society. The program forms an arc, beginning with an introduction to ethical public policy, building skills with methodology coursework, and culminating with a capstone experience in which students engage directly with a public policy issue in a semester-long applied project or internship. Students will acquire an extensive set of skills in policy evaluation and analysis, equipping them to become agents of change to improve the quality of life for people and their communities, at home and abroad. The public policy concentration is open to students majoring in criminology and criminal justice, economics, environmental studies, legal studies, political science, or public health sciences.

## Legal Studies Minor

This minor is appropriate for students majoring in fields that are impacted by law and legal regulation such as political science, communications, and business. A legal studies minor is also a good choice for students who are considering law school. The legal studies minor is not intended to prepare students to work as paralegals.

## Law School Early Admission (3-3) Programs

Highly motivated and talented students may complete their undergraduate degree and law school in just six years in collaboration with the Mitchell Hamline School of Law. The Legal Studies Department offers two 3-3 program options:

- Complete one of the three major options in the legal studies department
- Complete a major outside of legal studies along with three core courses

Students interested in either 3-3 program should meet with an academic advisor in the legal studies department early in their undergraduate career to discuss options.

## Graduate Paralegal Certificate

Undergraduate students majoring in legal studies can apply to earn their graduate paralegal certificate simultaneously with their major. A paralegal certificate does not qualify the recipient to provide legal services directly to clients or the public except as permitted by law; it prepares students to work in a law office or other law-related setting under the supervision of attorneys.

## Master in the Study of Law

This program offers the foundational training of an ABA-approved paralegal certificate with specific study in one area of legal concentration (social justice, professional practice management, litigation support, conflict resolution) to graduate students from any profession who are interested in law but don't want to work as a lawyer. See the MSL section in the Graduate Bulletin for more information.

**Note:** The legal studies programs do not qualify students to sit for the bar examination or to work as lawyers. Postgraduate study in an American Bar

Association-approved law school after graduation from college is required to practice law.

## Honors

The Legal Studies Department supports students seeking the opportunity to pursue departmental honors projects, which exhibit distinctive scholarship, originality of thought, and a high degree of relevance to a major issue in the discipline. Students interested in pursuing honors should meet with a faculty advisor early in their junior year and consult the department's and University's project guidelines.

## Internships

Legal studies students may complete an internship as their capstone experience. Legal studies majors intern with lawyers, corporate law departments, non-profits, the courts, and government agencies.

## Student Activities

Our students compete in Mock Trial, participate in Center for Justice and Law activities, volunteer with the Minnesota Justice Foundation partner organizations, and participate in the Hamline University Law and Justice Society. There are teaching assistant and work study opportunities in the department as well.

## Faculty

**Stephen Arnott**, associate professor, co-chair. BA (Hons) 1981, University of Tasmania; JD 1994, William Mitchell College of Law. Contracts, evidence, family law, courts and testimony, international human rights law, legal interviewing. Professional Associations: Minnesota State Bar Association, American Association for Paralegal Education.

**Leondra Hanson**, associate professor, co-chair, director of graduate legal education. BA 1995 Concordia College, JD 1999 University of Minnesota. Admitted to the bar in Minnesota 1999, Minnesota Federal District Court 1999 and Montana 2000. Legal systems in American society, legal advocacy, policy, and practice, law in the lives of women, real property. Professional Associations: Minnesota State Bar Association, American Association for Paralegal Education.

**Jeanne Kosieradzki**, professor. BS 1986, Winona State University; JD 1991, William Mitchell College of Law. Legal ethics, civil litigation and trial practice, legal systems in American society, tort law. Professional Associations: Minnesota Association for Justice, Minnesota State Bar Association.

**Kristin Mapel Bloomberg**, professor, Endowed Chair in the Humanities. BA 1990, Hamline University; MA 1992, St. Cloud State University; PhD 1998, University of Nebraska-Lincoln. Research and teaching interests: feminist legal theory; woman suffrage and women's social movements for legal equality, especially in the American Midwest; late-nineteenth and early-twentieth century American women's history of civic engagement and political activism for women's rights.

**Jennifer Will**, assistant professor. BA 1990, Hope College; JD 1994, University of Michigan Law School. Legal writing and research, employment law, legal advocacy, policy and practice.

### **Feminist Legal Studies in Civil Rights and Equity Major (BA)**

Hamline University's unique interdisciplinary major Feminist Legal Studies in Civil Rights and Equity allows students to explore intersections among the law, civil rights, and equity through feminist perspectives informed by social and legal categories including sex and gender, race and ethnicity, class, sexualities, and disability.

In this major, students conduct legal research, learn to navigate the law, and understand its impact on diverse persons in both legal and social contexts. An intersectional knowledge of law and legal issues in civil rights and equity is important: When we understand the law, we are more informed citizens who are equipped to advocate for issues we care about and create positive systems change. A major in Feminist Legal Studies in Civil Rights and Equity provides students with practical and theoretical tools for achieving justice through the pursuit of creating a better world for everyone.

Students completing the Feminist Legal Studies in Civil Rights and Equity major develop legal and cultural competencies that will allow them to understand how

lawyers, scholars, and citizens use the law as they advocate for justice and equity in Minnesota, the United States, and around the world. Graduates can pursue a variety of opportunities in the law, public policy, non-profit work, human services, legislative initiatives, human rights, public health, or social service.

In addition, students have the option to add an American Bar Association approved Paralegal Certificate to their program of study. Students can apply the graduate-level coursework in this certificate to the Hamline University's Master in the Study of Law - Justice and Equity concentration, requiring only 14 additional graduate credits to earn the MSL (approximately 1 semester).

This Legal Studies Major does not qualify students to sit for the bar examination or to work as lawyers. Postgraduate study in an American Bar Association-approved law school after graduation from college is required to practice law.

Students pursuing any of the legal studies major options may also choose to complete an interdisciplinary concentration in [forensic psychology](#) or [public policy](#).

### **Major Requirements**

#### Legal Studies Core Courses

- LGST 1110 - Legal Systems in American Society
- LGST 1300 - Legal Advocacy, Policy, and Practice
- LGST 3670 - Legal Interviewing
- LGST 5900 - Legal Studies Practicum (Internship)

#### One course chosen from the following:

- LGST 3600 - Tort Law
- LGST 3680 - Law of Evidence for Legal Professionals
- LGST 3760 - Contracts

#### Five Additional Courses

- LGST 3100 - American Constitutional Law and Political Mobilization
- LGST 3785 - Feminist Legal Theory
- LGST 3790 - Law and the Lives of Women

#### Two courses chosen from the following:

- CJFS 3730 – Victimology
- LGST 1445 – Gender Violence: Transforming Law and Society
- or LGST 3445 Gender Violence: Transforming Law and Society
- LGST 3420 – Topics in Law (advisor approved topic)
- LGST 3430 – History of Women's Action for Legal and Social Change
- LGST 8045 – Employment Law
- LGST 8060 – Family Law
- PSCI 3300 – Public Health Policy
- PSCI 3430 – Gender Politics and Policy
- Other advisor approved courses

### **Legal Studies Major (BA) – with Graduate Paralegal Certificate**

The major Legal Studies with Graduate Paralegal Certificate is for students who desire work as paralegals, or seek employment in a field or industry where knowledge of the law and skills of a paralegal will provide added value to their employers. Hamline's Paralegal program is American Bar Association (ABA) approved – a national hallmark of excellence required by many law firms and companies – and recognized as a leader in legal education.

This major allows career-focused students – especially transfer students – to earn the ABA approved Graduate Paralegal Certificate within the BA. Students desiring careers in the rapidly growing fields of paralegals or legal assistants will gain deep knowledge in key foundational areas of US law, including the structure, components, and functioning of the US legal system; master appropriate strategies and technologies to retrieve, use, and manage research materials and digital information effectively and efficiently, such as legal citation; and apply advanced legal knowledge and skills with practical experience.

Students must complete a brief application and may register for the graduate paralegal certificate courses after they have completed 16 credits of undergraduate work in the Legal Studies Core.

The major Legal Studies with Graduate Paralegal Certificate enhances opportunities for students to earn a professional credential within their major, and to progress toward completion of the Master in the Study of Law. Students can apply the graduate-level coursework in this major to Hamline University's Master in the Study of Law, requiring only 14 additional graduate credits to earn the MSL (approximately 1 semester). The MSL allows students to choose among concentrations including Conflict Resolution, Education Law and Compliance, Litigation Support, Professional Practice Management, and Justice and Equity.

Note: Hamline's graduate paralegal certificate is approved by the American Bar Association for the training of paralegals. Paralegals may not provide legal services directly to clients or to the public, except as permitted by law. A paralegal certificate does not qualify the recipient to sit for the bar examination or work as a lawyer.

Students pursuing any of the legal studies major options may also choose to complete an interdisciplinary concentration in [forensic psychology](#) or [public policy](#).

### **Major Requirements**

#### Legal Studies Core Courses

- LGST 1110 – Legal Systems in American Society
- LGST 1300 – Legal Advocacy, Policy, and Practice
- LGST 3670 – Legal Interviewing
- LGST 5900 – Legal Studies Practicum (Internship)

One course chosen from the following:

- LGST 3600 – Tort Law
- LGST 3680 – Law of Evidence for Legal Professionals
- LGST 3760 – Contracts

#### Graduate Paralegal courses

- LGST 8000 – Foundations in Law
- LGST 8020 – Legal Writing and Research
- LGST 8010 – Civil Litigation Survey and Procedure
- LGST 8012 – Transactions and Contracts in Business

- LGST 8015 – Regulation in America

## Legal Studies: Law and Society Major (BA)

The Legal Studies Department offers the flexible Legal Studies: Law and Society major for students interested in law and its relationship to persons, systems, and institutions. It is an optional major for pre-law students. This major suits the needs and interests of Legal Studies students, and students majoring in other disciplines heavily impacted by law such as criminal justice, business, environmental studies, political science, communications, management, and international studies. Hamline's undergraduate program provides specific training in law and related professional skills within the context of a broader liberal arts education.

In this major, students conduct legal research, learn to navigate the law, and understand its impact on diverse persons in both legal and social contexts. Knowledge of law and legal issues is important: When we understand the law, we are more informed citizens who are equipped to advocate for issues we care about and create positive systems change. A major in Legal Studies: Law & Society provides students with practical and theoretical tools for achieving justice through the pursuit of creating a better world for everyone.

Students completing the Legal Studies: Law & Society major develop legal and cultural competencies that will allow them to understand how lawyers, scholars, and citizens use the law as they advocate for justice and equity in Minnesota, the United States, and around the world. Graduates can pursue a variety of opportunities in the law, business, public policy, non-profit work, legislative initiatives, human rights, or social service.

In addition, students have the option to add an American Bar Association approved Paralegal Certificate to their program of study. Students can apply the graduate-level coursework in this certificate to Hamline University's Master in the Study of Law, requiring only 14 additional graduate credits to earn the MSL (approximately 1 semester). The MSL allows students to choose among concentrations including Conflict Resolution, Education Law and Compliance,

Litigation Support, Professional Practice Management, and Justice and Equity.

The major Legal Studies: Law and Society major does not qualify students to sit for the bar examination or to work as lawyers. Postgraduate study in an American Bar Association-approved law school after graduation from college is required to practice law.

Legal studies majors who intend to go on to law school are strongly encouraged to consider a second major, certificate, or skills-based minor in a field of their choice. A Legal Studies Major is not required for law school admission. Students interested in law school should also strongly consider taking PHIL 1130 – Logic, as well as writing-intensive and formal reasoning courses beyond those required by the Hamline Plan.

Students pursuing any of the legal studies major options may also choose to complete an interdisciplinary concentration in [forensic psychology](#) or [public policy](#).

## Major Requirements

### Legal Studies Core Courses

- LGST 1110 – Legal Systems in American Society
- LGST 1300 – Legal Advocacy, Policy, and Practice
- LGST 3670 – Legal Interviewing
- LGST 5900 – Legal Studies Practicum (Internship)

### One course chosen from the following:

- LGST 3600 – Tort Law
- LGST 3680 – Law of Evidence for Legal Professionals
- LGST 3760 – Contracts

### Five Elective Courses Chosen from the Following

- CJFS 3710 – Criminal Law and Practice
- CJFS 3720 – Constitutional Issues in Criminal Procedure
- LGST 1445 – Gender Violence: Transforming Law and Society
- or LGST 3445 – Gender Violence: Transforming Law and Society
- LGST 3100 – American Constitutional Law and Political Mobilization
- LGST 3420 – Topics in Law

- LGST 3430 – History of Women's Action for Legal and Social Change
- LGST 3600 – Tort Law (if not used in in the core above)
- LGST 3680 – Law of Evidence for Legal Professionals (if not used in in the core above)
- LGST 3690 – Courts and Testimony
- LGST 3760 – Contracts (if not used in in the core above)
- LGST 3785 – Feminist Legal Theory
- LGST 3790 – Law and the Lives of Women
- LGST 8045 – Employment Law
- LGST 8060 – Family Law
- PHIL 1130 – Logic
- Other advisor approved courses

### Legal Studies Minor

The Legal Studies Minor may be appropriate for students majoring in or planning to work in fields that are heavily impacted by law or legal regulations. This minor is also a good choice for students who are considering law school. The Legal Studies Minor is not intended to prepare students to work as paralegals and is not approved by the American Bar Association.

### Minor Requirements

The Legal Studies Minor consists of 24 credits as outlined below. Twelve (12) of the 24 credits must come from Legal Studies including the required courses LGST 1110 and LGST 1300. For transfer students, at least 16 of these 24 credits must be taken at Hamline.

Required courses:

- LGST 1110 – Legal Systems in American Society
- LGST 1300 – Legal Advocacy, Policy, and Practice

Elective courses – Sixteen (16) additional credits of elective courses are required. At least 4 credits must be legal studies courses; the remaining 12 credits may be chosen from the following interdisciplinary offerings:

- ACCT 5020 – Federal Taxation
- CJFS 3710 – Criminal Law and Practice
- CJFS 3720 – Constitutional Issues in Criminal Procedure
- HIST 3930 – Topics in United States History (topic: Landmark Trials in American History)

- MGMT 3130 – Business Law
- PHIL 1130 – Logic
- PHIL 3330 – Social, Political, and Legal Philosophy

### Law School Early Admission 3+3 Program

Hamline's law school early admission 3-3 program allows highly talented and motivated students to complete their undergraduate degree and law degree in just six years.

The objectives of this special program are:

1. to provide exceptional, highly motivated undergraduates who demonstrate academic excellence, maturity, and professionalism with an opportunity to complete their bachelor's and law degrees in six, instead of the usual seven, years;
2. to integrate the liberal arts education with professional legal training; and
3. to provide a program that will develop legal professionals who are committed to defining and strengthening the moral and ethical values of the legal profession through value-based education.

Students may seek law school early admission through a major in the Legal Studies Department, or through completion of a major in another department. There are specific course requirements, depending on a student's chosen path.

Students interested in the 3-3 program should meet with an academic advisor in the Legal Studies Department early in their undergraduate career to discuss options. Students choosing a major outside the Legal Studies Department should also contact the chair of the department in which they plan to major for more information. Students deciding partway through their studies that the 3-3 track is no longer right for them can simply continue on with their studies and graduate in four years.

### 3-3 Program Degree Requirements

Candidates for early admission to Mitchell Hamline School of Law must:

- Contact the Legal Studies Department to enroll in the 3+3 program.
- Complete the Undergraduate Declaration form to declare a major and the Law School Early Admission 3+3 program.
- Contact the Mitchell Hamline School of Law Admissions Office to discuss the profile recommended for admission.
- Register for and complete the LSAT during their junior year. Materials and scholarship applications are available online and at the law school.
- Apply to graduate by December of their junior year.
- Apply for admission to the Mitchell Hamline School of Law by March of their junior year and gain acceptance in the fall class.

While at Hamline, students must complete 100 semester credits by the end of their junior year. These credits must include the following:

- All Hamline Plan requirements,
- All major requirements.
- All additional 3+3 required courses

During the first year at Mitchell Hamline, students must complete 28 credits of first-year law school work, with grades of C- or better. These credits must be transferred to Hamline before a student will be awarded the Bachelor's degree.

### **Required coursework for majors in Legal Studies**

Complete one of the following majors:

- Feminist Legal Studies in Civil Rights and Equity Major (BA)
- Legal Studies: Law and Society Major (BA)
- Legal Studies Major (BA) - with Graduate Paralegal Certificate

Complete one additional required course:

- PHIL 1130 - Logic

### **Required coursework for majors in other departments**

Complete all required coursework in the chosen major.

Complete three additional required courses:

- LGST 1110 - Legal Systems in American Society
- LGST 1300 - Legal Advocacy, Policy, and Practice
- PHIL 1130 - Logic

**Note:** Participation in the 3-3 program does not guarantee law school admission; students must take the LSAT and apply to and be accepted to the Mitchell Hamline School of Law. Students who are not accepted into law school after three years can complete their undergraduate major and earn their bachelor's degree in the usual four years. They may, of course, reapply to law school upon completion of their undergraduate degree.

Once students enroll at the Mitchell Hamline School of Law, they are no longer eligible for financial aid as an undergraduate student, including the presidential fellowship. However, they are eligible to apply for financial aid and scholarships through the law school.

### **Transfer Students**

Transfer students are eligible for the law school early admission 3-3 program. They must complete a minimum of 16 credits at Hamline toward their undergraduate major. In all other respects the 3+3 program is identical for transfer students. Transfer students are encouraged to consult with a transfer advisor, a Legal Studies professor, and a professor in the department in which they plan to major (if not legal studies) before beginning at Hamline.

## Mathematics Department

"All is number," proclaimed the Pythagoreans of the 6th century B.C.E. In the 17th century Descartes dreamed of a world unified by mathematics and believed he had seen the future. Today mathematics permeates nearly every aspect of the world, appearing sometimes as a tool and other times as a theoretical science. Thus an appreciation of both the beauty and utility of mathematics is essential to a liberal arts education. The mathematics department facilitates growth in both areas by working with other departments to encourage students' development of skills needed for study in those departments, and by fostering an appreciation of mathematics for its own sake.

Students begin their study of mathematics at a level based on their interests and experience. For a well-prepared student intending a career requiring math, a typical beginning course of study is MATH 1170/1180: Calculus I and II, MATH 3320: Multivariable and Vector Calculus, and MATH 3550: Foundations of Mathematics. Students entering with a strong background in calculus may, upon consultation with the department, elect to omit MATH 1170 or MATH 1180. MATH 1130: Fundamental Concepts is for students who want exposure to mathematics but plan to take only one course. MATH 1200: Statistics, an introduction to statistics and data analysis, is also an appropriate first course.

The mathematics department occasionally offers courses such as complex variables, number theory, topics in algebra or analysis, and others. Such offerings are dependent upon student need and interest. Students wishing to broaden their study of mathematics are encouraged to consider such courses on a group basis, or as an independent study. Presentations by faculty, students, or campus visitors are emphasized in the Junior/Senior Seminars. Teaching internships and departmental tutoring assignments are available to advanced students.

### Faculty

**Katharine Adamyk**, assistant professor. BS 2014, Mathematics and Psychology, Gordon College; MS 2017,

Applied Mathematics, University of Colorado; PhD 2020, Mathematics, University of Colorado. Research Interests: stable homotopy theory, algebraic topology, topological data analysis.

**Craig Erickson**, visiting lecturer. BS 2007, Drake University; MA 2009, Minnesota State University, Mankato; PhD 2014, Iowa State University. Major interests: matrix theory, graph theory, computational mathematics.

**Ken Takata**, associate professor. PhD 2004, University of Illinois–Chicago. Major interests: discrete math and computer science.

**Jasper Weinburd**, assistant professor. BA 2013, Mathematics, Bard College; MS 2016, Mathematics, University of Minnesota – Twin Cities; PhD 2019, Mathematics, University of Minnesota – Twin Cities. Major interests: collective behavior, self-organization, dynamical systems, differential equations, mathematical biology and ecology, modeling, data science.

### Applied Mathematics Major (BS)

In the seventeenth century Descartes dreamed of a world unified by mathematics and believed he had seen the future. Today mathematics permeates nearly every aspect of the world, appearing sometimes as a tool and other times as a theoretical science. Hamline mathematics program is focused on the many areas of practical applications of math. As a student in this program, you will have opportunities to explore the connections with computational data science, physics, and teaching, and to choose your path in this field. You will develop many transferable skills and qualities, such as a strong quantitative skill set, the ability to identify patterns and extract important information, logical thinking and reasoning skills, analytical problem solving skills, oral and written communication skills, and programming skills. After graduating with a degree in Mathematics, you will be prepared for a variety of careers, including K-12 teaching, data science, financial analysis and economics, national security, and market research. The mathematics major is comprised of a core set of courses paired with a student's chosen track.



Mathematics students may choose to pursue a Bachelor of Science (BS) or a Bachelor of Arts (BA) degree in Mathematics.

### Major Requirements

- MATH 1170 – Calculus I
- MATH 1180 – Calculus II
- MATH 1200 – Statistics
- MATH 3320 – Multivariable and Vector Calculus
- MATH 3330 – Linear Algebra
- MATH 3440 – Discrete Mathematics
- MATH 3720 – Differential Equations
- MATH 5950 – Topics in Advanced Mathematics

Diversity and inclusion in STEM:

- BIOL 1980 – Topic: Inclusive STEM

Programming skills:

- CDS 1010 – Introduction to Programming

One modeling course chosen from the following:

- CDS 3200 – Elements of Statistical Learning
- MATH 3410 – Mathematical Modeling
- PHYS 3600 – Mathematical and Computational Methods in Physics and Engineering (with Lab)

Seminar in Mathematics – Students are required to complete two semesters of seminar. Seminar may be completed in any combination – one semester of each, or two semesters of either junior or senior seminar.

- MATH 5920 – Junior Seminar
- MATH 5930 – Senior Seminar

Two electives chosen from the following:

- MATH 3560 – Modern Geometry
- MATH 3810 – Probability and Mathematical Statistics
- MATH 5910 – Analysis
- Other 3000- or 5000-level MATH courses not counted above (taken at Hamline or through ACTC)

### Mathematics Minor Requirements

The minor in mathematics consists of the following courses:

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

- MATH 5920 – Junior Seminar (fall and spring term)
- MATH 5930 – Senior Seminar (fall and spring term)

Two courses chosen from the following:

- MATH 3330 – Linear Algebra
- MATH 3440 – Discrete Mathematics
- MATH 3550 – Foundations of Mathematics
- MATH 3560 – Modern Geometry
- MATH 3720 – Differential Equations
- MATH 5890 – Modern Algebra
- MATH 5910 – Analysis

Two additional courses chosen from the following:

- MATH courses from the list above
- other MATH courses numbered above 1180
- CDS 1010 – Introduction to Programming
- CDS 3200 – Elements of Statistical Learning

## Modern Languages and Literatures

### Department

The Modern Languages department offers relevant, empowering, and skills-based language study for students seeking cross-cultural competence in another language and culture. Courses in Spanish and Chinese provide pathways to value diversity and to understand contemporary issues such as climate change, migration, and economic development from an international perspective. We also explore language as cultural expression, reflecting the diverse values, beliefs and practices of people living in a dynamic global community.

Students interested in languages other than Spanish and Chinese may enroll in language classes through ACTC at Augsburg, Macalester, St. Kate's or St. Thomas. For more information, see Hamline's ACTC information page.

### Majors, Minors, and Interdisciplinary Studies

Students may major and minor in Spanish and minor in Chinese. The Modern Languages department also advises students on Flexible Curriculum options, which is one way to major in Chinese, for example. In addition, study abroad is recommended and encouraged. Courses taken abroad could count for the major and minor, depending on the content and faculty criteria.

Most students combine a major or minor in Spanish or Chinese with another discipline. Popular combinations include Global Studies, Education, Biology, Public Health, International Business, Communication Studies, Criminal Justice, Social Justice and Social Change, Psychology, and also Creative Writing. An interdisciplinary major or minor in Linguistics is also offered at Hamline through the English department. Please contact a member of the Modern Languages faculty to discuss options.

### Language Placement Tool

The Modern Languages Department encourages all first year, transfer, and returning students to complete an online placement assessment before registering for their first Hamline language class.

- The assessment takes 10–25 minutes on average.
- Results are available on-line within a few minutes of completing the assessment.
- The assessment results indicate clearly which appropriate level students should register for, including 1st (1110), 2nd (1120), 3rd (3110 or 3210) and 4th (3120 or 3220) semester language level. Scores higher than 4th semester should register for an Advanced Composition, Conversation or Reading course. See the Courses section of this Bulletin for course descriptions.

### Certificate of Proficiency

A Certificate of Proficiency is offered in Spanish and Chinese. The Certificate of Proficiency represents the acquisition of both linguistic and cultural competencies for basic professional purposes. It also recognizes that students have acquired advanced-intermediate communication skills in Spanish or Chinese and is noted on their transcript.

**Chinese:** Students who have begun the study of Chinese before coming to Hamline may enter the program at a level consistent with their ability. The certificate is awarded after taking CHIN 3600 and 3620 at Hamline and passing with a grade of B- or better.

**Spanish:** Students who have begun the study of Spanish before coming to Hamline may enter the program at a level consistent with their ability. The certificate is awarded after taking SPAN 3900 and 3910 at Hamline and passing with a grade of B- or better.

### Undergraduate Research and Honors

Students interested in undergraduate research are urged to communicate their interest to a faculty member in their chosen language as soon as possible. Students wishing to be considered for honors in Spanish should request detailed information from the faculty no later than the fall or spring mid-term of their junior year. Both undergraduate research and honors projects offer students the opportunity to work closely with a faculty member, to formulate a question, to explore it in depth, and to write a significant paper. Students who successfully complete their Honors Project are awarded

honors at graduation, and their accomplishment is recognized on their transcript.

### **Honorary Societies**

Hamline University is a member of Sigma Delta Pi, the Spanish National Honor Society. Qualifying students are nominated for membership and invited to participate in an induction ceremony.

### **Postgraduate Opportunities**

Students who study in the Modern Languages and Literatures department find that they have been helped to think analytically, to read carefully, to express themselves well in writing and orally, and to conduct themselves with sensitivity in interpersonal and multicultural settings. Language majors have entered careers in journalism and communications, health sciences, business, social services, education (at elementary, secondary, and university levels), and in nonprofit and government agencies, international organizations, and law. Students wishing advice on postgraduate opportunities or wishing to contact alumni in fields that interest them should consult with faculty members in the department, as well as the Career Development Center.

### **Faculty**

**Shannon Cannella**, senior lecturer of Chinese Studies, chair. BA 1991, University of Minnesota; MA and MPhil 1997, PhD 2014, Columbia University. Modern Chinese Language and Literature, Sustainability in the Chinese context, Chinese environmental literature, Chinese poetry, and Chinese art history.

**Maria Jesus Leal**, professor. MA 1995, PhD 2007, University of Valladolid. Spanish Philology and Comparative Linguistics, Peninsular Literature and Culture, Idiomatic Speech, Spanish Children's Literature.

### **Spanish Major (BA)**

Students are encouraged to take MODL 1010: The Language Phenomenon, or MODL 1020: Language and Society, which are taught in English, early in their careers. If possible, students should declare their major as sophomores. Such a time frame allows for adequate

planning and discussion with advisors relating to appropriate courses and study abroad opportunities.

Students without a specific career objective are encouraged to complement their language major with a second major and to discuss possible objectives with a member of the department. In the past, students have chosen to double major in such fields as social justice and social change, biology (pre-med), education, communication studies, global studies, business administration, legal studies, and political science. The LEAP program offers opportunities for internships and for exploring both work and community service.

### **Major Requirements**

A Spanish major consists of 10 courses as follows:

- SPAN 3900 - Advanced Conversation and Composition
- SPAN 3910 - Spanish for the Professional
- MODL 1010 - The Language Phenomenon or MODL 1020 - Language and Society
- Seven additional courses in Spanish beyond SPAN 3220 (Intermediate Spanish II), including at least one literature course, are required.

Note:

- Students must take Spanish 3350 (Advanced Communication in Spanish) and/or SPAN 3600 (Hablemos de Cine) before taking the advanced SPAN 3900 (Advanced Composition and Conversation) and SPAN 3910 (Spanish for the Professional) sequence. Exceptions to this requirement could be made. Please consult with a faculty member.
- Courses in language study through the minimum level required for the major, SPAN 3220, are counted toward breadth of study.
- Some upper-division courses taught in English but focusing on the Spanish-speaking world may count. Please consult with Professor Leal for course approval.
- Courses taken abroad may be substituted for some of the required Spanish courses.

- Undergraduate research is highly recommended.

### Chinese Minor Requirements

Students choosing a minor in Chinese must complete five courses. The course requirements include four Chinese language courses beyond CHIN 1110. The fifth course may be an additional advanced course in Chinese or a course in English about Chinese culture and civilization, with prior approval of the Chinese program director.

Four Chinese language courses chosen from the following:

- CHIN 1120 - Beginning Chinese II
- CHIN 3110 - Intermediate Chinese I
- CHIN 3120 - Intermediate Chinese II
- CHIN 3600 - Advanced Intermediate Chinese I
- CHIN 3620 - Advanced Intermediate Chinese II
- CHIN 3980 - Special Topics

One additional course chosen from the following:

- An additional advanced course in Chinese
- A course in English about Chinese culture and civilization, with approval
- A study away course, with approval

**Note:** Advanced Chinese language courses may be taken at Macalester College or the University of Minnesota. Students may also apply credits earned in an approved study abroad program in China.

### Spanish Minor Requirements

The Spanish minor consists of five courses:

- SPAN 3900 - Advanced Conversation and Composition
- SPAN 3910 - Spanish for the Professional
- Three additional courses in Spanish beyond SPAN 3220

**Note:** One upper-division course taught in English but focusing on the Spanish-speaking world may count. Please consult with Professor Leal for course approval. Courses taken abroad may be substituted for some of the required Spanish courses.

## Music Department

Hamline's music program integrates musicianship skill building with historical and theoretical study. All Hamline students, regardless of major, are encouraged to participate in music courses, lessons, and ensembles. Ensembles include the A Cappella Choir, chamber music ensembles, Jazz Ensemble and jazz combos, Orchestra, University Chorale, and Wind Ensemble.

Sundin Music Hall, with its warm ambience and acoustics, is used for student recitals, rehearsals, and concerts. Sundin Hall is host to many professional ensembles and soloists of local and international renown. Students have the opportunity to attend these concerts for free or reduced ticket prices. The hall has digital recording equipment, web-streaming capability, and two Steinway grand pianos. Students may find employment and practical experience assisting the Director of Sundin Hall with the presentation of concerts and events.

International study opportunities include full term and short term options. Music majors have attended full term study in England, France, the Netherlands and Italy.

Our music majors pursue graduate studies and successful careers in performance, teaching, film scoring, audio engineering, arts management and other professional fields.

The department has been an accredited member of the National Association of Schools of Music (NASM) since 1961.

### Faculty

**Jeffrey Bailey**, professor of practice, director of contemporary music production. BM 2011, McNally Smith College of Music; MM 2017, McNally Smith College of Music.

**George S.T. Chu**, professor. BA 1969, Yale University; MM 1976, DM 1979, Indiana University. Theory, voice, director of A Cappella Choir. At Indiana University he studied with Julius Herford.

**Janet E. Greene**, professor, chair. BA 1978, Smith College; MM 1982 Manhattan School of Music; DMA 1996, Rutgers University. Clarinet, theory, chamber music, director of the Hamline Wind Ensemble.

**Yali You**, professor. BA 1984, Shanghai Conservatory of Music; MM 1987, Performance Certificate 1988, Northwestern University; DMA 1996, University of Cincinnati. Cello, music history, chamber music, director of Hamline Orchestra.

## Music Major (BA)

The Music Major at Hamline University provides students with a diverse skill set for forward-looking musical careers. The major is brimming with performance opportunities, explorations of musical cultures, history and analysis, and skill-building experiences in contemporary digital music production. Twelve elective credits give students the freedom to develop their particular interests and advance toward vocational goals--see our suggested "pathways." The Senior Project engages students in intensive creative work of their own choosing, for example, producing an EP of original songs, scoring film clips, presenting a lecture-recital, composing an underscore for a play or podcast, or creating a business plan for a teaching studio. High-impact internships and professional mentors in the Twin Cities' robust music scene further enrich the Music Major experience.

## Major Requirements

### Materials of Music

Piano Skills, 2 semesters (any combination of the following):

- MUS 1210 - Beginning Class Piano
- MUS 3220 - Advanced Class Piano
- MUS 3510 - Performance Studies Piano

Music Theory:

- MUS 3410 - Theory of Music I: The Language of Music
- MUS 3420 - Theory of Music II: Techniques of Analysis & Composition

### Performance Studies and Ensembles

Six semesters of performance studies/lessons - these credits are in addition to the piano requirement above:

- MUS 3500-3730 (2 credits each)
- MUS 5500-5730 (4 credits each)

Six semesters of large ensemble:

- MUS 3120-3160 (may be taken for 0 or 1 credit)

Two semesters of small ensemble/chamber music:

- MUS 3170 - Chamber Music/Small Ensembles (may be taken for 0 or 1 credit)

### Music History and Culture

- MUS 1030 - Music in World Cultures

European Tradition I, pre-1750 (choose one):

- MUS 3310 - Topics in Medieval and Renaissance Music
- MUS 3320 - Topics in Baroque Music
- MUS 3350 - Music History I

European Tradition II, post-1750 (choose one):

- MUS 3330 - Music in the Age of Enlightenment and Revolution
- MUS 3340 - Topics in Twentieth and Twenty-First Century Music
- MUS 3360 - Music History II

### Elective courses for breadth and depth (12 credits)

Students must take 12 credits of elective course work for breadth and depth chosen in consultation with their Music major advisor. These courses are chosen primarily from within the Music department, though courses from other areas of study may be approved by proposal to the department. The department suggests, but does not require, consideration of the following pathways to complete this elective requirement:

- Pathway 1 - Applied Studies
- Pathway 2 - Composition
- Pathway 3 - Recording, Film, and Video (non-MUS courses accepted by proposal to Music Faculty)
- Pathway 4 - Certificate in Music Production

### Senior Capstone Experience

- MUS 5930 - Senior Project

## Music Minor Requirements

- Four semesters of performance studies at the 3000 level or higher
- MUS 3500–3730 (2 credits each)
- MUS 5500–5730 (4 credits each)
- Four semesters of ensemble participation
- MUS 3120–3170 (0 or 1 credit)
- 12 credits in music history, theory, or production, no more than 6 credits at the 1000-level

## Certificate in Music Production

The Certificate in Music Production is a 12-credit, 6-course curriculum, with three 2-credit courses offered each fall and spring. The certificate is credit-bearing and available to non-degree seeking students as well as current Hamline undergraduates. The music industry has changed radically in the 21st century; opportunities in music careers have greatly increased for those with digital skills. The certificate curriculum will provide students with these essential skills.

## Certificate Requirements

- MUS 1040 – Music Technology for Creative Artists
- MUS 1041 – Audio Mixing
- MUS 1043 – Music Business for Independent Artists
- MUS 1044 – Studio Techniques for the Music Producer
- MUS 1045 – Introduction to Live Sound
- MUS 3040 – Advanced Music Technology for Creative Artists

### Alternate Course

- MUS 1042 is offered alternate years and may be taken in place of one of the 1000-level courses listed above.

## Neuroscience Program

Neuroscience is an interdisciplinary major in which students have the option of pursuing either a Bachelor of Arts or a Bachelor of Science degree. Students take a core set of required courses in psychology, biology, and chemistry, which prepares them to understand the biological basis for neural processing and higher cognitive functions. In upper level courses, students explore contemporary neuroscience theory and research, examine specific areas of neuroscience, and gain experience in experimental and laboratory approaches to neuroscience research. Students are encouraged to pursue independent research in neuroscience with a faculty member through the Summer Collaborative Research Program, independent studies or research apprenticeships, or the departmental honors programs.

The Neuroscience Major prepares students for graduate study in neuroscience, biological sciences and psychology, or for professional training in medicine, clinical psychology or other health professional areas. Students will also be prepared for careers in a variety of fields, including scientific research (laboratory technician), scientific education and outreach, allied health fields, business (market research, advertising consultant), or public/government service (social work, case management, global health organizations).

## Neuroscience Major (BA) Requirements

### Biology:

- BIOL 1510 – Integrated Concepts in Biology I (with Lab)
- BIOL 1520 – Integrated Concepts in Biology II (with Lab)
- BIOL 3100 – Neurobiology (with Lab)

General Chemistry – Students must complete either General Chemistry I and II or Advanced General Chemistry:

- CHEM 1130 – General Chemistry I (with Lab)
- CHEM 1140 – General Chemistry II (with Lab)
- CHEM 1500 – Advanced General Chemistry (with Lab)

### Psychology:

- PSY 1330 – General Psychology
- PSY 1420 – Brain and Behavior
- PSY 3420 – Cognitive Neuroscience

Statistics (choose one):

- MATH 1200 – Statistics
- QMBE 1310 – Statistics
- Other equivalent statistics course

Seminar:

- NEUR 5900 – Advanced Neuroscience

**Electives – Four elective courses are required from the lists below. The same course can satisfy two categories.**

One neuroscience course chosen from the following:

- NEUR 3100 – Neurological Diseases, Disorders, and Society
- NEUR 5960 – Developmental Neurobiology

One psychology course chosen from the following:

- PSY 3350 – Research Methods in Psychology
- PSY 3510 – Psychology of Emotion
- PSY 3730 – Individual Differences
- PSY 5420 – Belief in the Brain

One capstone course chosen from the following:

- PSY 5420 – Belief in the Brain
- NEUR 5960 – Developmental Neurobiology
- BIOL 5960 – Senior Capstone (with instructor and Neuroscience program director approval)

One additional course chosen from the following:

- BIOC 3820 – Biochemistry I (with Lab)
- BIOL 3050 – Principles of Genetics (with Lab)
- BIOL 3060 – Principles of Cell Biology (with Lab)
- BIOL 5960 – Senior Capstone (with instructor and Neuroscience program director approval)
- Additional NEUR courses from the list above
- Additional PSY courses from the list above

## Neuroscience Major (BS) Requirements

Biology:

- BIOL 1510 – Integrated Concepts in Biology I (with Lab)
- BIOL 1520 – Integrated Concepts in Biology II (with Lab)
- BIOL 3100 – Neurobiology (with Lab)

General Chemistry – Students must complete either General Chemistry I and II or Advanced General Chemistry:

- CHEM 1130 – General Chemistry I (with Lab)
- CHEM 1140 – General Chemistry II (with Lab)
- CHEM 1500 – Advanced General Chemistry (with Lab)

Psychology:

- PSY 1330 – General Psychology
- PSY 1420 – Brain and Behavior
- PSY 3420 – Cognitive Neuroscience

Statistics (choose one):

- MATH 1200 – Statistics
- QMBE 1310 – Statistics
- Other equivalent statistics course

Seminar:

- NEUR 5900 – Advanced Neuroscience

Interdisciplinary Supporting Courses – Students must complete 3 of the following courses:

- CHEM 3450 – Organic Chemistry I (with Lab)
- CHEM 3460 – Organic Chemistry II (with Lab)
- MATH 1170 – Calculus I
- MATH 1180 – Calculus II
- PHYS 1150 – Algebra-based Physics I (with Lab) or PHYS 1230 – General Physics I (with Lab)
- PHYS 1160 – Algebra-based Physics II (with Lab) or PHYS 1240 – General Physics II (with Lab)

**Electives – Four elective courses are required from the lists below. The same course can satisfy two categories.**

One neuroscience course chosen from the following:

- NEUR 3100 – Neurological Diseases, Disorders, and Society
- NEUR 5960 – Developmental Neurobiology

One psychology course chosen from the following:

- PSY 3350 – Research Methods in Psychology
- PSY 3510 – Psychology of Emotion
- PSY 3730 – Individual Differences
- PSY 5420 – Belief in the Brain

One capstone course chosen from the following:

- PSY 5420 – Belief in the Brain

- NEUR 5960 – Developmental Neurobiology
- BIOL 5960 – Senior Capstone (with instructor and Neuroscience program director approval)

One additional course chosen from the following:

- BIOC 3820 – Biochemistry I (with Lab)
- BIOL 3050 – Principles of Genetics (with Lab)
- BIOL 3060 – Principles of Cell Biology (with Lab)
- BIOL 5960 – Senior Capstone (with instructor and Neuroscience program director approval)
- Additional NEUR courses from the list above
- Additional PSY courses from the list above

## Philosophy Department

Philosophy--the love of wisdom--is the critical examination of the most fundamental questions humans ask: What is the nature of reality? How should people treat one another? Why do we value what we value? What is knowledge and how do we know whether we have it? How do we decide between competing theories on such issues? These questions, and others like them, are basic to serious study in any field. While everyone has beliefs about these matters, the goal of philosophy is to help students improve their consideration of issues by examining the reasons they and others have for thinking as they do. By increasing the care with which they reconsider ideas, philosophy students deepen their understanding of themselves, others, and the questions and answers they formulate.

Philosophy is central to the education of students preparing for professions in which large questions are important. Philosophy students often are interested in law, business, medicine, theology, teaching, and writing. Approximately one-third of Hamline philosophy majors pursue graduate study in philosophy in preparation to teach at the college or university level and another third go on to law schools. Many philosophy students major in another field and complete a philosophy major or minor to complement their study.

### Opportunities for Nonmajors

Philosophy courses are designed for all students; only five courses in the department have prerequisites. Courses at the 1000-level provide students the opportunity to explore the field in a lecture/discussion format: general philosophy, logic, and ethics. Courses at the 3000-level examine philosophical issues in various disciplines in a seminar/discussion format: in three major historical periods - ancient, modern, and contemporary philosophy; in topical courses - philosophies of religion, art, science, law, society, and politics; and in seminars in philosophy on selected themes. In each case, students from various disciplines examine concepts fundamental to their particular areas of interest.



The goals of all philosophy courses are the same: to enhance students' ability to think critically and systematically and to introduce students to the works of important philosophers and the fundamental questions of philosophy.

### **Honors**

Upon recommendation of philosophy faculty during the junior year, senior philosophy majors are eligible to work toward departmental honors at graduation by successful completion and defense of a serious research and writing project in the form of a baccalaureate thesis.

### **Faculty**

**Samuel Oluoch Imbo**, professor, chair, Hanna Chair in Philosophy. BA 1985, University of Nairobi; MA 1990, PhD 1995, Purdue University. Social and political philosophy, African and comparative philosophy.

**Stephen H. Kellert**, professor. BA 1985, Yale University; MA 1989, PhD 1990, Northwestern University. Philosophy of science, epistemology.

### **Philosophy Major (BA)**

A philosophy major consists of a minimum of nine courses as follows:

- PHIL 1130 - Logic
- PHIL 1140 - Ethics
- PHIL 3150 - Ancient Greek Philosophy
- PHIL 3160 - Modern Philosophy: Descartes to Kant
- PHIL 5550 - Knowledge, Truth, and Language
- PHIL 5750 - Contemporary Ethical Theory: Justice and the Good Life

One course on metaphysics, chosen from the following:

- PHIL 3320 - Philosophy of Religion
- PHIL 3380 - Concepts of Nature
- PHIL 3560 - Mind, Self, and Identity
- Independent Study approved by the Department Chair

Electives:

- Choose at least two elective courses in philosophy.

**Note:** It is recommended that the history sequence begin in the fall of the sophomore year.

Philosophy students are also encouraged to pursue a reading proficiency in a non-English language, competence in mathematics through college algebra, broad reading in literature, and careful study of a laboratory science.

### **Philosophy Minor**

Students who wish to pursue a minor in Philosophy will submit a short essay in which they outline the ways in which their intended program of study in this field will contribute to their personal, academic, and professional goals.

### **Minor Requirements**

The philosophy minor consists of five courses. At least three courses must be 3000-level or higher, one of which must be 5000-level.

## Physics Department

To better understand the physical universe in both a qualitative and a quantitative way, physics attempts to describe, through physical and mathematical models, the fundamental properties of the world in which we live. The Physics Department offers courses for students interested in pursuing careers in experimental or theoretical physics, engineering, computational modeling, and science education. A strong emphasis is placed on laboratory-based instruction to allow students to experience the concepts presented in class rather than just hear about them.

Many of our graduating seniors go on to pursue advanced degrees in physics, astrophysics, materials science, computer science, and various fields of engineering, including aerospace, civil, electrical, and mechanical. Physics provides a framework of knowledge based on fundamental principles and problem-solving skills that opens up opportunities for joint study in a number of fields including chemistry, biomedical engineering, biological sciences, mathematics, psychology, music, medicine, and law. Students not specializing in physics will find a variety of courses that illuminate the relationships between physics and other fields presented in a manner that allows them to apply their knowledge directly to their lives.

### Opportunities for Nonmajors

Physics courses for non-science majors: PHYS 1110, 1120, 1130, and 1140. These courses are intended for students planning to major outside the sciences and who have a background in high school algebra.

Introductory physics courses for both science and non-science majors: PHYS 1150, 1160. These courses are intended for biology and non-science majors who have the necessary prerequisite of high school algebra and elementary trigonometry.

Physics courses for physics majors, science, and non-science majors: PHYS 1230, 1240. These courses are intended for physics majors and all other students who have the necessary prerequisite/co-requisite of calculus (MATH 1170, 1180).

Most of these eight courses carry Natural Science credit for the Hamline Plan and include a laboratory component.

### Undergraduate Research

All physics majors are encouraged to pursue summer research with a member of the department. Ideally, this occurs after the sophomore year, as we strongly encourage students to obtain an internship with a company during the summer after the junior year. Both of these opportunities can lead to students doing an independent or honors research project as part of their education. Hamline has several special endowed funds that provide money for equipment and stipends for student-based research. These efforts can lead to undergraduate theses or publications, and provide a student with a unique experience to "do" physics at its most intensive (and satisfying) level.

### Student Activities and Honor Societies

Hamline is the home to a Society of Physics Students chapter. This group sponsors outings and activities for physics majors as well as the entire campus. Membership in the society can provide lifelong contacts and opportunities within physics and engineering disciplines.

### 3+2 Dual Degree Program with Washington University

Through Hamline's partnership with Washington University in St. Louis, Missouri, students have the opportunity to earn a dual degree in physics (Hamline University) and engineering (Washington University). See [Pre-Engineering](#) for more information.

### Faculty

**Jerry L. Artz**, professor. BS 1965, University of Cincinnati; MS 1966, Stanford University; PhD 1974, Florida State University. Research interests: nuclear physics and energy; energy policy; physics of the environment; radiation safety; medical physics.

**Bruce T. Bolon**, professor, administrative head. BS 1991, Southwest Missouri State University; MS 1994, Iowa State University; PhD 2000, University of Missouri-Columbia.

Research interests: magnetic properties of multilayered thin films, including determining the suitability of various materials for potential use in spintronic devices; musical acoustics.

**Lifeng Dong**, professor, department chair, Emma K. and Carl R. N. Malmstrom Endowed Chair. BS 1993, MS 1996, Qingdao University of Science and Technology; MS 2002, PhD 2005, Portland State University. Research interests: nanostructured materials; nanoscale devices (i.e., solar cells, supercapacitors, batteries, fuel cells, field effect transistors, and biosensors).

**Benjamin Gold**, laboratory coordinator. BS 1997, Michigan State University; PhD 2005, University of California, Davis. Research interests: cosmology; statistics and data analysis; early universe physics.

**Andy R. Rundquist**, professor, interim provost. BA 1993, St. John's University; MS 1995, PhD 1998, Washington State University. Research interests: ultrafast optical pulse generation, characterization, and optimization; next-generation particle accelerators; modeling.

**Kevin Stanley**, lecturer. BS 1986, University of Idaho; MS 1989, Clemson University; PhD 1997, Iowa State University. Research interests: condensed matter physics; quantum mechanical effects in surface physics; field emission.

### Applied Physics Major (BA) Requirements

Students pursuing a Bachelor of Arts in Applied Physics choose an emphasis in either Computation or Innovation.

#### Core Major Requirements

- MATH 1170 – Calculus I
- MATH 1180 – Calculus II
- MATH 3320 – Multivariable and Vector Calculus
- MATH 3720 – Differential Equations
- PHYS 1230 – General Physics I (with Lab)
- PHYS 1240 – General Physics II (with Lab)
- PHYS 3540 – Modern Physics (with Lab)
- PHYS 3600 – Mathematical and Computational Methods in Physics and Engineering (with Lab)
- PHYS 3800 – Electronics and Instrumentation (with Lab)
- PHYS 5900 – Junior Seminar (two semesters)

- PHYS 5910 – Senior Seminar (two semesters)
- PHYS 5920 – Research Project-Based Advanced Laboratory (two semesters)

#### Emphasis – choose computation or innovation:

##### Computation Emphasis

- CDS 1010 – Introduction to Programming
- MATH 3330 – Linear Algebra
- MATH 3410 – Mathematical Modeling
- MATH 3810 – Probability and Mathematical Statistics

General Chemistry – Students must complete either General Chemistry I and II or Advanced General Chemistry:

- CHEM 1130 – General Chemistry I (with Lab)
- CHEM 1140 – General Chemistry II (with Lab)
- CHEM 1500 – Advanced General Chemistry (with Lab)

Three courses from the following (at least one numbered 5930 or higher):

- INTD 3900 – Innovation
- PHYS 3200 – Energy Resources and the Environment
- PHYS 3520 – Physical Optics (with Lab)
- PHYS 3700 – Condensed Matter Physics
- PHYS 3750 – Thermodynamics and Statistical Mechanics
- PHYS 5200 – Renewable Energy
- PHYS 5930 – Theoretical Mechanics
- PHYS 5940 – Advanced Electromagnetic Field Theory
- PHYS 5950 – Advanced Quantum Mechanics
- PHYS 5955 – Advanced Topics in Physics

##### Innovation Emphasis

- ACCT 1310 – Accounting Principles I
- ECON 1100 – Principles of Economics
- INTD 3900 – Innovation
- MATH 1200 – Statistics (or QMBE 1310 – Statistics)
- PHYS 3520 – Physical Optics (with Lab)

Two courses from the following (at least one must be 5000-level):

- BIOL 1510 – Integrated Concepts in Biology I (with Lab)

- BIOL 1520 – Integrated Concepts in Biology II (with Lab)
- CHEM 1140 – General Chemistry II (with Lab)
- CHEM 1500 – Advanced General Chemistry (with Lab)
- PHYS 3200 – Energy Resources and the Environment
- PHYS 3700 – Condensed Matter Physics
- PHYS 3750 – Thermodynamics and Statistical Mechanics
- PHYS 5200 – Renewable Energy
- PHYS 5930 – Theoretical Mechanics
- PHYS 5940 – Advanced Electromagnetic Field Theory
- PHYS 5950 – Advanced Quantum Mechanics
- PHYS 5955 – Advanced Topics in Physics

Two courses from the following:

- MGMT 3100 – Foundations of Management
- MKTG 3100 – Foundations of Marketing
- QMBE 1320 – Introduction to Business Analytics (or ACCT 1320 – Accounting Principles II)

### **Applied Physics Major (BS) Requirements**

Students pursuing a Bachelor of Science in Applied Physics choose an emphasis in Energy and Environmental Science, Engineering, or Materials Science.

Core Major Requirements

- MATH 1170 – Calculus I
- MATH 1180 – Calculus II
- MATH 3320 – Multivariable and Vector Calculus
- MATH 3720 – Differential Equations
- PHYS 1230 – General Physics I (with Lab)
- PHYS 1240 – General Physics II (with Lab)
- PHYS 3540 – Modern Physics (with Lab)
- PHYS 3600 – Mathematical and Computational Methods in Physics and Engineering (with Lab)
- PHYS 3750 – Thermodynamics and Statistical Mechanics
- PHYS 5900 – Junior Seminar (2 semesters)
- PHYS 5910 – Senior Seminar (2 semesters)
- PHYS 5920 – Research Project-Based Advanced Laboratory (2 semesters)

General Chemistry – Students must complete either General Chemistry I and II or Advanced General Chemistry:

- CHEM 1130 – General Chemistry I (with Lab)
- CHEM 1140 – General Chemistry II (with Lab)
- CHEM 1500 – Advanced General Chemistry (with Lab)

**Emphasis – choose energy and environmental science, engineering, or materials science:**

### **Energy and Environmental Science Emphasis**

- BIOL 1510 – Integrated Concepts in Biology I (with Lab)
- BIOL 1520 – Integrated Concepts in Biology II (with Lab)
- PHYS 3200 – Energy Resources and the Environment
- PHYS 5200 – Renewable Energy

Two courses from the following:

- BIOL 3030 – Ecology (with Lab)
- CDS 1010 – Introduction to Programming
- CHEM 3240 – Analytical Chemistry (with Lab)
- ECON 3770 – Environmental Economics
- ESTD 1100 – Introduction to Environmental Studies
- ESTD 1850 – Campus Sustainability
- INTD 3900 – Innovation
- MATH 3810 – Probability and Mathematical Statistics
- PHYS 3700 – Condensed Matter Physics
- PHYS 3800 – Electronics and Instrumentation (with Lab)
- PHYS 5940 – Advanced Electromagnetic Field Theory

### **Engineering Emphasis**

- PHYS 3110 – Engineering Mechanics: Statics
- PHYS 3120 – Engineering Mechanics: Dynamics

Two courses from the following (at least one must have a lab):

- PHYS 3200 – Energy Resources and the Environment
- PHYS 3520 – Physical Optics (with Lab)
- PHYS 3700 – Condensed Matter Physics

- PHYS 3800 – Electronics and Instrumentation (with Lab)

Two courses from the following:

- PHYS 5200 – Renewable Energy
- PHYS 5930 – Theoretical Mechanics
- PHYS 5940 – Advanced Electromagnetic Field Theory
- PHYS 5950 – Advanced Quantum Mechanics
- PHYS 5955 – Advanced Topics in Physics

One course from the following:

- CDS 1010 – Introduction to Programming
- INTD 3900 – Innovation
- MATH 3330 – Linear Algebra
- MATH 3410 – Mathematical Modeling
- MATH 3810 – Probability and Mathematical Statistics

### Materials Science Emphasis

- CHEM 3450 – Organic Chemistry I (with Lab)
- CHEM 3840 – Inorganic Chemistry (with Lab)
- PHYS 3700 – Condensed Matter Physics
- PHYS 5940 – Advanced Electromagnetic Field Theory
- PHYS 5950 – Advanced Quantum Mechanics

Two courses from the following (at least one must have a lab):

- CDS 1010 – Introduction to Programming
- INTD 3900 – Innovation
- MATH 3330 – Linear Algebra
- MATH 3410 – Mathematical Modeling
- MATH 3810 – Probability and Mathematical Statistics
- PHYS 3200 – Energy Resources and the Environment
- PHYS 3520 – Physical Optics (with Lab)
- PHYS 3800 – Electronics and Instrumentation (with Lab)
- PHYS 5200 – Renewable Energy

### Physics Major Program

Physics students may choose to complete a Bachelor of Science (BS) or a Bachelor of Arts (BA) degree in Physics.

The physics curriculum emphasizes fundamental concepts, problem analysis and solving skills, and laboratory techniques. Physics majors possess a wide variety of interests and goals. To ensure that students are adequately prepared for a variety of directions, the course offerings reflect a core set of content designed to give the student a basic understanding of contemporary experimental and theoretical physics concepts. Advanced courses explore these concepts further with a tighter focus on the problems and solutions particular to the area.

Most courses in a physics major have prerequisites. Students who are unsure of their direction within the sciences are strongly encouraged to begin in their first year with general physics so that their choices remain open for further study while pursuing a bachelor's degree.

The BA version of the major is intended for students who wish to double major in other disciplines. It is also a major that can be done in three years for those who decide late. It is a total of 54 credits (15 courses).

### Physics Major (BA) Requirements

- MATH 1170 – Calculus I
- MATH 1180 – Calculus II
- MATH 3320 – Multivariable and Vector Calculus
- MATH 3720 – Differential Equations
- PHYS 1230 – General Physics I (with Lab)
- PHYS 1240 – General Physics II (with Lab)
- PHYS 3540 – Modern Physics (with Lab)
- PHYS 3600 – Mathematical and Computational Methods in Physics and Engineering (with Lab)
- PHYS 5900 – Junior Seminar (2 semesters)
- PHYS 5910 – Senior Seminar (2 semesters)
- PHYS 5920 – Research Project-Based Advanced Laboratory (2 semesters)

Electives – choose four, at least one elective must be numbered 5930 or higher:

- PHYS 3200 – Energy Resources and the Environment
- PHYS 3520 – Physical Optics (with Lab)
- PHYS 3700 – Condensed Matter Physics
- PHYS 3750 – Thermodynamics and Statistical Mechanics

- PHYS 3800 – Electronics and Instrumentation (with Lab)
- PHYS 5200 – Renewable Energy
- PHYS 5930 – Theoretical Mechanics
- PHYS 5940 – Advanced Electromagnetic Field Theory
- PHYS 5950 – Advanced Quantum Mechanics
- PHYS 5955 – Advanced Topics in Physics

**Note:** Students pursuing the BA in physics who complete BOTH Physical Chemistry I and II (CHEM 3550 and CHEM 3560) may count them toward the physics major in place of PHYS 3540 and PHYS 3750.

### Physics Major (BS) Requirements

- MATH 1170 – Calculus I
- MATH 1180 – Calculus II
- MATH 3320 – Multivariable and Vector Calculus
- MATH 3720 – Differential Equations
- PHYS 1230 – General Physics I (with Lab)
- PHYS 1240 – General Physics II (with Lab)
- PHYS 3540 – Modern Physics (with Lab)
- PHYS 3600 – Mathematical and Computational Methods in Physics and Engineering (with Lab)
- PHYS 3750 – Thermodynamics and Statistical Mechanics
- PHYS 5900 – Junior Seminar (2 semesters)
- PHYS 5910 – Senior Seminar (2 semesters)
- PHYS 5920 – Research Project-Based Advanced Laboratory (2 semesters)
- PHYS 5930 – Theoretical Mechanics
- PHYS 5940 – Advanced Electromagnetic Field Theory
- PHYS 5950 – Advanced Quantum Mechanics

Science electives (choose two):

- BIOL 1510 – Integrated Concepts in Biology I (with Lab)
- BIOL 1520 – Integrated Concepts in Biology II (with Lab)
- BIOL 3050 – Principles of Genetics (with Lab)
- BIOL 3060 – Principles of Cell Biology (with Lab)
- CHEM 1130 – General Chemistry I (with Lab)
- CHEM 1140 – General Chemistry II (with Lab)

(Note: Students may complete either General Chemistry I and II or Advanced General Chemistry for science electives.)

Advanced electives (choose two – one must have a lab):

- PHYS 3200 – Energy Resources and the Environment
- PHYS 3520 – Physical Optics (with Lab)
- PHYS 3700 – Condensed Matter Physics
- PHYS 3800 – Electronics and Instrumentation (with Lab)
- PHYS 5200 – Renewable Energy
- PHYS 5955 – Advanced Topics in Physics

### Physics Minor Requirements

A minor in physics consists of:

- PHYS 1230 – General Physics I (with Lab)
- PHYS 1240 – General Physics II (with Lab)
- PHYS 3540 – Modern Physics (with Lab)

Seminar – a total of two semesters of junior and/or senior seminar are required:

- PHYS 5900 – Junior Seminar
- PHYS 5910 – Senior Seminar

Two electives:

- Choose two other physics courses (not including PHYS 1130). One course must be 1600-level or higher.

**Note:** Students who complete BOTH Physical Chemistry I and II (CHEM 3550 and CHEM 3560) may count them toward the physics minor in place of PHYS 3540 and PHYS 3750.

## Political Science Department

The Hamline University political science department aims to provide students with a comprehensive introduction to the subject matter, methods, and assumptions of political science. Our overriding goal is to help students understand the dynamic and changing political world in which they live and its ramifications for their lives. In the process, students also acquire improved analytic, speaking, writing, and problem solving skills necessary for succeeding in a challenging sociopolitical and work environment.

### Interdisciplinary Concentration

Political science majors may also choose to complete an [interdisciplinary concentration in public policy](#). The public policy concentration educates students about public policy and helps them to develop the knowledge and skills necessary to create innovative, socially responsible solutions to the most critical issues facing society. The program forms an arc, beginning with an introduction to ethical public policy, building skills with methodology coursework, and culminating with a capstone experience in which students engage directly with a public policy issue in a semester-long applied project or internship. Students will acquire an extensive set of skills in policy evaluation and analysis, equipping them to become agents of change to improve the quality of life for people and their communities, at home and abroad. The public policy concentration is open to students majoring in criminology and criminal justice, economics, environmental studies, legal studies, political science, or public health sciences.

### Opportunities for Nonmajors

Nonmajors are welcome in all political science courses and are encouraged to use all of the department's resources, including political internships, independent studies, survey research databases, and the particular expertise of each faculty member. Nonmajors may also apply to the Model United Nations program.

### Honors and Special Programs

The political science department participates in all of the honors and special programs available to Hamline

students. Especially of interest are the departmental honors thesis program, independent studies in political topics, collaborative research projects, teaching apprenticeships, internships in the public sector, senior seminars, and a wide variety of off campus programs including the Washington semester, J-term study abroad, Model United Nations, and semester programs offered through HECUA. Political science students may also participate in Hamline's 3-3 (early law school admission) program, if they qualify. Additionally, a small number of excellent students are selected each year to work as department assistants.

### Postgraduate Opportunities

Political science graduates typically follow careers in political advocacy, campaigning, public management, policy analysis, city planning, international affairs, law, politics, or business. Hamline political science graduates include people who have become career diplomats, accomplished scholars, professors, high-ranking public employees, policy analysts, attorneys, elected officials, important political leaders, and professionals in a wide variety of other occupations. Similar opportunities are available today and in the future to able, well-trained political science graduates. The department periodically offers career panels, information sessions, and other resources to support students with career preparation.

### Faculty

The political science faculty have wide-ranging experiences, achievements, and recognition within the political science profession. The faculty have studied and traveled widely in Europe, the Middle East, Asia, Latin America, and Africa. Top professional recognition has come through books and articles published, teaching awards, research grants, and offices held in professional associations on a regional and national basis.

**Alina Oxendine**, professor, chair. BA, MA, Emory University; PhD, University of Minnesota, Twin Cities. Professor Oxendine's interdisciplinary research has been published in numerous collections, books, and academic journals. Her survey research on economic

inequality has been supported by APSA's Centennial Center for Public Affairs and was recognized with an International Society of Political Psychology (ISPP) Dissertation Award. Teaching Interests: American government and politics, political psychology, gender politics, and research methods. Research interests: American public opinion, economic inequality, and public policy.

**Binnur Ozkececi-Taner**, professor. BA, Middle East Technical University, Ankara, Turkey; MA, University of Notre Dame; PhD, Maxwell School of Citizenship and Public Affairs, Syracuse University. Professor Ozkececi-Taner is the author of a book on Turkish foreign policy and several academic articles on international politics. She is Associate Editor of the *Journal of Global Security Studies* and has presented her research at national and international conferences. Teaching interests: theories of international relations, political conflict, politics and security in the Middle East, regional and international security. Research interests: foreign policy analysis, Turkish foreign policy, international security, and politics of the Middle East.

**David Schultz**, professor, Distinguished University Professor of Political Science and Legal Studies. BA, MA, SUNY Binghamton Center; MA, Rutgers University; PhD, University of Minnesota; JD, University of Minnesota; LLM, University of London. Professor Schultz is a three-time Fulbright scholar and has published numerous academic books and scholarly articles. He has represented the United States for the State Department in several speaking assignments in Europe. Teaching interests: public policy and administration, constitutional law, campaigns and elections, and government ethics. Research interests: American politics, election law, and media and politics.

**Zhenqing Zhang**, associate professor. BA, MA, Foreign Affairs College, Beijing, China; PhD, University of Minnesota, Twin Cities. Professor Zhang has written a book on intellectual property rights in China and holds a graduate certificate from Johns Hopkins University – Nanjing University Center for Chinese and American Studies. Teaching interests: politics in the Asia Pacific, international political economy, international

development, and democratization. Research interests: U.S.-China trade relationship, international intellectual property rights (IPR) regime, and East Asia democratization.

### **Political Science Major (BA)**

Ten courses are required to complete a Political Science major. Core requirements form a developmental arc and should be taken in order. Great Questions of Modern Politics introduces students to the major. Political Research and Analysis is a prerequisite for the Senior Capstone. Students choose one of three thematic emphasis areas for elective coursework: public service, law and leadership; political change and advocacy; or regional and international security.

#### **Public Service, Law and Leadership**

This emphasis prepares students for public service associated with international or domestic affairs. It is also appropriate for students interested in law school or graduate study in public policy or public administration. Students might explore the following topics: theories of leadership and leadership skills; political communication and problem-solving; power and leadership in political theory; presidential politics; creation and implementation of domestic and international law and public policy, and the like.

#### **Political Change and Advocacy**

This emphasis prepares students for careers in nonprofit organizations, campaign management, community organizing and/or political lobbying, as students learn about political systems and institutions so that they can become more effective in advocating for change. This track is appropriate for students interested in domestic or international affairs. Students might explore the following topics: creation of persuasive campaigns; political psychology; political messages and elections; dynamics of public opinion; analysis of gender, race, class, and other inequalities.

#### **International and Regional Security**

This emphasis focuses mainly on international affairs, although students could choose to emphasize U.S. national security. Students will gain a greater understanding of global security and the roles of



international organizations, state and non-state actors in facilitating stability or inciting conflict. Students might explore the following topics: international and regional security; diplomacy, conflict resolution; globalization; human rights; terrorism and counter terrorism; cyber security; and/or transnational crime.

### Optional Interdisciplinary Concentration

Political science majors have the option to complete an [interdisciplinary concentration in public policy](#).

### Major Requirements

Ten courses as follows:

- PSCI 1000 – Great Questions of Modern Politics
- PSCI 3540 – Political Research and Analysis

One course in Political Theory chosen from the following:

- PSCI 1200 – Introduction to Ethical Public Policy
- PSCI 3630 – American Political Thought
- PSCI 3640 – Contemporary Political Ideologies
- PSCI 3650 – Western Political Thought

Senior Capstone chosen from the following:

- PSCI 5000 – Senior Seminar
- PSCI 5100 – Senior Practicum

One Internship Experience in Political Science

- This requirement can be fulfilled by completing a political science LEAP course, individual internship, or an internship as part of the Senior Practicum. This may also include study abroad if the program includes an internship or volunteer component.
- **NOTE:** Students who use PSCI 5100 to fulfill both the Capstone and Internship requirements must take an additional 3000-level elective to ensure completion of 10 courses for the major.

Interdisciplinary Experience – Students must complete one course related to politics that is offered by a department outside of Political Science. We recommend that students choose one of the following interdisciplinary courses based on their concentration in the major.

### Public Service, Law and Leadership

- COMM 3670 – Gender, Communication, and Knowledge
- CJFS 1400 – Diversity Issues in Criminal Justice
- CJFS 3700 – Policing in America
- CJFS 3710 – Criminal Law and Practice
- LGST 1110 – Legal Systems in American Society
- LGST 1300 – Legal Advocacy, Policy, and Practice
- LGST 3790 – Law and the Lives of Women
- NPFT 1010 – Introduction to Nonprofit Management and Leadership
- NPFT 3000 – Civic Engagement and Community Building

### Political Change and Advocacy

- CJFS 1400 – Diversity Issues in Criminal Justice
- CJFS 3700 – Policing in America
- CJFS 3710 – Criminal Law and Practice
- CJFS 3800 – Inside-Out Prison Exchange
- GLOB 1300 – Gender Perspectives from the Global South
- GLOB 3200 – Cultural Politics of Global Health
- LGST 1300 – Legal Advocacy, Policy, and Practice
- NPFT 1010 – Introduction to Nonprofit Management and Leadership
- NPFT 3000 – Civic Engagement and Community Building
- PBHL 3200 – Topics in Health Equity
- SJSC 1100 – Social Justice and Social Change
- SJSC 3320 – Power, Policy, and Justice
- SJSC 3330 – Gender Matters
- SJSC 3350 – Race, Racisms, and Racialization

### International and Regional Security

- ECON 3720 – International Economic Development
- ECON 3730 – International Trade and Finance
- COMM 3460 – Intercultural Communication
- COMM 3480 – Media and Global Environmental Conflicts
- CJFS 3780 – International Crime
- GLOB 3100 – African Crises in Global Perspective
- GLOB 3200 – Cultural Politics of Global Health
- GLOB 3500 – Global Justice
- GLOB 3600 – Human Rights in a Globalized World

## Thematic Emphasis

Students must take four Political Science elective courses with at least two at the 3000 level or above. Students must choose courses that form a cohesive thematic emphasis (options listed below) or students may "build their own" approach in consultation with their major advisor and with approval of the department chair.

### Public Service, Law and Leadership

- PSCI 1110 - American Government and Politics (required and/or recommended for most upper-level courses on domestic politics)
- PSCI 1250 - American Politics Under Investigation
- PSCI 1430 - World Politics (required and/or recommended for most upper-level international courses)
- PSCI 3010 - Presidential Politics
- PSCI 3030 - American Foreign Policy
- PSCI 3100 - American Constitutional Law and Political Mobilization
- PSCI 3310 - Public Health Law
- PSCI 3430 - Gender Politics and Policy
- PSCI 3550 - International Organizations
- PSCI 3600 - Model United Nations
- PSCI 3630 - American Political Thought
- PSCI 3640 - Contemporary Political Ideologies
- PSCI 3650 - Western Political Thought
- PSCI 3690 - Politics of Urban and Metropolitan America
- PSCI 3700 - Public Policy and Public Administration

### Political Change and Advocacy

- PSCI 1110 - American Government and Politics (required and/or recommended for most upper-level courses on domestic politics)
- PSCI 1250 - American Politics Under Investigation
- PSCI 1430 - World Politics (required and/or recommended for most upper-level international courses)
- PSCI 1500 - Parties and Elections in the United States

- PSCI 3300 - Public Health Policy
- PSCI 3410 - Food Politics and Policy
- PSCI 3430 - Gender Politics and Policy
- PSCI 3640 - Contemporary Political Ideologies
- PSCI 3680 - Politics and Society in Developing Areas
- PSCI 3690 - Politics of Urban and Metropolitan America
- PSCI 3700 - Public Policy and Public Administration
- PSCI 3730 - Democracy, Authoritarianism, and Democratization
- PSCI 3740 - Political Psychology

### International and Regional Security

- PSCI 1430 - World Politics (required and/or recommended for most upper-level international courses)
- PSCI 3020 - International Political Economy
- PSCI 3030 - American Foreign Policy
- PSCI 3050 - Regional and International Security
- PSCI 3100 - American Constitutional Law and Political Mobilization
- PSCI 3550 - International Organizations
- PSCI 3570 - Ethnic and Civil Conflict
- PSCI 3580 - Connections and Collisions: Middle East in Contemporary Global Politics
- PSCI 3600 - Model United Nations
- PSCI 3610 - Politics and Policy in the Asian Pacific Region
- PSCI 3710 - Political, Economic, and Social Development in China
- PSCI 3720 - Political Violence: War, Revolution, and Terrorism
- PSCI 3730 - Democracy, Authoritarianism, and Democratization

## Political Science Minor

A primary resource for the nonmajor is the political science minor. This program is designed for students with other majors who wish to have political science coursework either for their own intellectual interest, to enhance their job prospects, or to enhance their prospects for entrance into graduate school.

## Minor Requirements

The political science minor consists of six courses.

- PSCI 1110 – American Government and Politics
- PSCI 1430 – World Politics

One of the following

- PSCI 3630 – American Political Thought
- PSCI 3640 – Contemporary Political Ideologies
- PSCI 3650 – Western Political Thought

Three political science electives

## Psychology Department

Psychology is a wide-ranging discipline that involves the empirical study of mind and behavior.

Contemporary psychological science is focused on basic and applied research in many domains, including physiological bases of behavior, cognitive neuroscience, emotion, development and personality, psychopathology and psychotherapy, social processes, psychology in the workplace, and clinical and health psychology.

The psychology major is basic to pre-professional training for a career in psychology, which requires graduate study leading to the MA, MS, PsyD, and PhD degrees. Professional careers in psychology include teaching and research in colleges and universities; counseling and clinical work in mental health settings, in schools, and in community settings; psychology-related work in hospitals and public health settings, in the military services, and in the criminal justice and legal systems; and psychology-related work in industry, and in local, state and federal agencies of many kinds. Over the years Hamline psychology majors have obtained advanced degrees from many of the nation's leading graduate programs, and our graduates have established successful careers as counseling and clinical psychologists, social psychologists, experimental psychologists, industrial/organizational psychologists, and developmental psychologists.

Students majoring in psychology who do not plan on a psychology-focused career receive an excellent liberal arts education and are qualified for diverse employment opportunities. Examples of such opportunities are teaching, personnel work in business and industry, industrial relations, merchandising and sales, advertising, and other community enterprises. Psychology majors have pursued careers in education, health and medicine, law, human resources, management, and government services.

## Interdisciplinary Concentrations

Students majoring in psychology have the opportunity to pursue an interdisciplinary concentration in behavioral economics or forensic psychology.

The [behavioral economics concentration](#) teaches students the core theories and methods in economics and psychology, and how to integrate and apply this knowledge through applied projects. Students will design field and laboratory experiments, informed by behavioral theory, and analyze data for insights. Each student will also design a research project that explores an area of judgment and behavior, tailored to their personal interests and goals. This concentration is open to students majoring in economics or psychology.

The [forensic psychology concentration](#) provides a multidisciplinary approach to the study of crime, motivations for criminal behavior, and the response and use of psychology in the American legal system. A concentration in forensic psychology is open to students majoring in criminology and criminal justice, legal studies, or psychology. In addition to their major, students complete coursework that provides students with the foundational knowledge of our legal system, criminology, and psychology that culminates in a senior seminar, CJFS 5670 Forensic Psychology and the Law.

## Departmental Honors in Psychology

Each spring, juniors who have excellent academic records may apply to complete an honors project in psychology. Students develop a proposal for an empirical study or literature review, and proposals are submitted to the psychology faculty for review and approval. Students whose proposals are accepted then complete the honors project during the senior year, and often present their projects at the annual meetings of the Midwestern Psychological Association and the Minnesota Undergraduate Psychology Conference. More information about departmental honors is available on the University Honors webpage.

## Awards and Prizes in Psychology

- Donald Swanson Prize – The Swanson Prize is awarded to an outstanding junior in the psychology department.
- Faith L. Murray Prize – The Faith L. Murray Prize is awarded to the outstanding senior in the psychology department.

## Faculty

**Jacob Appleby**, assistant professor. BA 2010, University of Iowa; PhD 2018, University of Minnesota. Research interests: how stereotypes, prejudice, and discrimination undermine social and societal functioning.

**Erik Asp**, associate professor. BA 2003, St. Olaf College; PhD 2012, University of Iowa. Research interests/publications: Cognitive neuroscience, neural correlates of belief and doubt.

**Serena M. King**, professor. BA 1998, University of Michigan–Dearborn; MA 2001, PhD 2005, University of Minnesota. Research interests/publications: clinical psychology, psychiatric disorders, substance use disorders, gambling addiction, mental health intervention, health psychology, and antisocial personality traits.

**Paula Y. Mullineaux**, associate professor. BA 1998, Indiana University Southeast; MA 2003, Southern Illinois University; PhD 2006, Southern Illinois University. Research interests/publications: child development, parent-child interactions, and behavior genetics.

## Psychology Major (BA)

Students should confer with members of the department when planning a program for a career in psychology. The set of courses a student will take depends on their background and special interests.

Psychology majors have the option to complete an interdisciplinary concentration in [behavioral economics](#) or [forensic psychology](#).

## Psychology Major Requirements

The major in psychology requires 14 courses as described below.

Psychology Foundations:

- PSY 1330 – General Psychology
- PSY 1420 – Brain and Behavior
- PSY 1440 – Lifespan Development
- PSY 1480 – Psychopathology

Statistics (select one):

- MATH 1200 – Statistics
- QMBE 1310 – Statistics

Methodology:

- PSY 3350 – Research Methods in Psychology

3000-level Domain Courses – Students must complete one course from each of the four domains below. All psychology courses taken for Domain credit must be taken for A-F grades.

*Biological Foundations*

- PSY 3420 – Cognitive Neuroscience
- PSY 3730 – Individual Differences

*Self and Development*

- PSY 3440 – Advanced Child Development
- PSY 3450 – Adult Development and Aging

*Individuals, Groups, and Culture*

- PSY 3800 – Social Psychology
- PSY 3820 – Cross-Cultural Psychology

*Mental Health and Mental Illness*

- PSY 3740 – Disorders of Childhood
- PSY 3840 – Addictive Disorders
- PSY 3850 – Psychopathy and Antisocial Personality Disorder

One 5000-level Course – Students must complete at least one 5000-level course from the list below. 5000-level courses are available to psychology majors who have attained senior status or have completed 7 courses in psychology including PSY 1330 and 3350; these courses also have other prerequisites. Although registration priority is given to seniors who have not completed the 5000-level course requirement, qualified majors may enroll in more than one seminar on a space-available basis.

- PSY 5420 – Belief in the Brain
- PSY 5440 – Childhood and Society
- PSY 5720 – Clinical Health Psychology

Three Electives – Electives may be any psychology courses not used to meet a requirement listed above (e.g., additional courses in any or several domains). Students may complete an internship, PSY 3990, as an elective course (strongly recommended). Psychology internships are typically taken on a Pass/No Pass basis.

Students may also count a maximum of two courses from the following list as electives:

- CJFS 3715 – Mental Illness in Criminal Justice
- CJFS 3730 – Victimology
- CJFS 3760 – Juvenile Delinquency/Juvenile Justice
- EDU 1250 – Educational Psychology
- NEUR 3980 – Topic: Neurological Diseases, Disorders, and Society
- PHIL 3370 – Philosophy of Science
- PSCI 3740 – Political Psychology

### Psychology Minor

The psychology department offers a minor that consists of six courses.

- PSY 1330 – General Psychology
- Two 3000-level psychology courses
- Three additional elective courses – Students may choose to take one approved elective course from outside the psychology department. See the list of approved electives from other departments below.

Approved Electives from Other Departments

- CJFS 3715 – Mental Illness in Criminal Justice
- CJFS 3730 – Victimology
- CJFS 3750 – Theories of Criminal Behavior
- CJFS 3760 – Juvenile Delinquency/Juvenile Justice
- CJFS 5670 – Forensic Psychology and the Law
- EDU 1250 – Educational Psychology
- NEUR 3100 – Neurological Diseases, Disorders, and Society
- PHIL 3370 – Philosophy of Science
- PSCI 3740 – Political Psychology

**Note:** Students must complete at least two of the six required courses for the minor at Hamline.

## Public Health Sciences Program

Public Health Sciences at Hamline is an interdisciplinary field of study that permits students to focus on health issues in local, national, and international arenas from a variety of perspectives. The field of public health focuses on improving the health and wellness of populations, whereas the field of medicine aims to prevent, diagnose, and treat illness, one individual at a time. Thus, the field of public health is broad, with many sub-disciplines, discussed below. The Public Health Sciences major builds on connections between the liberal arts and the core concerns of public health, with the recognition that issues of human health are complex, influenced not only by human biology and statistics, but also by social structures, psychology, culture, and public policy.

### Interdisciplinary Concentration

Public Health sciences majors may also choose to complete an [interdisciplinary concentration in public policy](#). The public policy concentration educates students about public policy and helps them to develop the knowledge and skills necessary to create innovative, socially responsible solutions to the most critical issues facing society. The program forms an arc, beginning with an introduction to ethical public policy, building skills with methodology coursework, and culminating with a capstone experience in which students engage directly with a public policy issue in a semester-long applied project or internship. Students will acquire an extensive set of skills in policy evaluation and analysis, equipping them to become agents of change to improve the quality of life for people and their communities, at home and abroad. The public policy concentration is open to students majoring in criminology and criminal justice, economics, environmental studies, legal studies, political science, or public health sciences.

### Faculty

**Susi Keefe**, associate professor, public health sciences program director. BA 1998, Mount Holyoke College; MA 2001, Brown University; PhD 2010, Brown University.

### Affiliate Faculty

**Kathryn Burleson**, senior lecturer of Biology.

**Kathryn Geurts**, professor of Global Studies.

**Paula Mullineaux**, associate professor of Psychology.

**Sharon Preves**, professor of Sociology.

### Public Health Sciences Major (BA)

The Public Health Sciences Major prepares students for jobs or advanced study in a wide range of areas including health promotion, chronic disease prevention, infectious disease prevention and outbreak investigation, health equity, health promotion, health and wellness program development, health policy and advocacy, environmental and occupational health, epidemiology, food safety, behavioral and mental health sciences, community health, and international/global health.

Students planning to pursue graduate study in public health should check the admission requirements of the programs they are interested in applying to, and make sure they are completing all required prerequisite courses.

Students wishing to pursue a health professional degree (medicine, dentistry, pharmacy, nursing, physician assistant, chiropractic medicine, etc.) after graduation from Hamline will need to complete an additional series of required prerequisite courses before applying to one of these programs. These courses will need to be completed in addition to the Public Health Sciences Major courses. All students interested in admission to a health professional program should work closely with a Pre-Health Advisor to make sure they are completing the appropriate prerequisite courses.

**Optional Interdisciplinary Concentration:** Students pursuing a major in public health sciences may also choose to complete an [interdisciplinary concentration in public policy](#).

### Major Requirements

The public health sciences major requires 13 courses as follows:

- PBHL 1100 - Introduction to Public Health

- PBHL 3020 – Global Health I
- PBHL 3100 – Epidemiology
- PBHL 5020 – Global Health II
- PBHL 5950 – Senior Seminar

Statistics – One of the following:

- MATH 1200 – Statistics
- QMBE 1310 – Statistics

Research Methods – One of the following:

- ANTH 3300 – Ethnographic Research Methods
- EXSC 3300 – Research Methods in Exercise Science
- GLOB 3020 – Interdisciplinary Research Methods
- SJSC 3920 – Social Research Methods

Biology Foundation – One of the following course sequences (2 or 3 courses):

Sequence 1:

- BIOL 1120 – Biology of Human Function (with Lab)
- PBHL 1200 – Introduction to Infectious Diseases and Public Health Microbiology

Sequence 2:

- BIOL 1510 – Integrated Concepts in Biology I (with Lab)
- BIOL 1520 – Integrated Concepts in Biology II (with Lab)
- One 3000-level biology course from the elective list below (this course counts as one of the four required electives)

Internship or Research Experience – One internship or independent research project in the public health sciences:

- PBHL 3990: Internship
- PBHL 4010: Collaborative Research
- PBHL 5010: Departmental Honors

Elective Courses – Three elective courses are required from the list below, at least two must be 3000-level. Students may choose up to two courses from outside of public health sciences. **Students who complete the BIOL 1510-1520 sequence must also take a 3000-level biology elective.** Please note that this list is not comprehensive; courses from several disciplines may count as electives, with the approval of the Program Director.

Many of these courses have prerequisites. Please check the course descriptions and plan accordingly.

- BIOL 1140 – Human Heredity and Disease
- BIOL 1150 – Biology of Women (with Lab)
- BIOL 3050 – Principles of Genetics (with Lab)
- BIOL 3060 – Principles of Cell Biology (with Lab)
- BIOL 5550 – Microbiology (with Lab)
- EXSC 3210 – Human Anatomy and Physiology I (with Lab)
- EXSC 3510 – Exercise Physiology (with Lab)
- GLOB 3200 – Cultural Politics of Global Health
- PBHL 3200 – Topics in Health Equity
- PBHL 3500 – Nutrition for Health and Fitness
- PBHL 1980, 3980, or 5980 Special Topics courses
- PSCI 3700 – Public Policy and Public Administration
- PSY 1440 – Lifespan Development
- PSY 1480 – Psychopathology
- PSY 3440 – Advanced Child Development
- PSY 3730 – Individual Differences
- PSY 3740 – Disorders of Childhood
- PSY 3840 – Addictive Disorders
- PSY 5440 – Childhood and Society
- PSY 5720 – Clinical Health Psychology
- REL 3250 – Death and Dying: Religious, Philosophical, and Literary Perspectives
- SJSC 3330 – Gender Matters
- SJSC 3340 – Medicine, Morality, and Mortality
- SJSC 5330 – Sexualities
- Other 3000- or 5000-level courses approved by the advisor and program director.

### Public Health Sciences Minor Requirements

- PBHL 1100 – Introduction to Public Health
- PBHL 3100 – Epidemiology
- Four elective courses – Students complete four additional courses in public health sciences, at least two of which must be 3000-level or higher. Students may choose up to two elective courses from outside of public health sciences. See the list of approved electives from other departments above.

## Religion Program

Religion is a profoundly important subject of study that matters on many levels. *First, one cannot understand the world without understanding religion.* People throughout the world make sense of their lives, find meaning, and acquire values through religious traditions. Religion is one of the strongest motivators of human behavior, so one needs to have a background in religion to understand the forces that shape our world. A background in religion is necessary for an understanding of human behavior not just in the world today, but throughout history, for people have always been shaped and guided by understandings and traditions that we can call "religious." The power of religious ideas is such that they have produced some of the most extreme examples of good and evil in human history. Any force with this kind of power demands careful study and reflection.

*Second, in order to understand the United States, one of the most religiously diverse nations on earth, one must understand religion.* Religion has always played a vitally important role in the history of the United States, and numerous issues in contemporary politics, law and culture have a religious dimension. In or near Hamline's home city of St. Paul, MN, there are numerous mosques, Buddhist meditation centers, one of the largest Hindu temples in America, a Sikh gurdwara, widely diverse Jewish congregations, and Christian churches from a broad range of denominations. We need to understand other religious traditions (and our own) so that we can understand our nation and our neighbors.

*The third reason to study religion is so that one can attain greater self-understanding.* Religious traditions are the contexts in which the most important, fundamental questions of human existence are examined and struggled over. Religious traditions explore questions like, "What is ultimate reality?" "What is a self?" "How do we understand death?" They all lead to questions that every one of us must think about if we are to live the examined life that is distinctly human – "How should I live? What gives life meaning?" The study of religion gives us the opportunity to think through these profoundly important questions in the company

of some of the greatest thinkers and texts from many different cultures and historical periods. The encounter with religious traditions should never simply be an armchair academic exercise. It should be an existential encounter, where we try to gain an *imaginative insider's perspective* of the religious traditions of the people with whom we share the world.

### Who We Are and What We Stand For

Hamline's religion program is made up of scholar-practitioners who seek to model the positive relation we see between the academic study of religion and the practice of it. We believe in bringing together an engaged, appreciative perspective and rigorous, critical inquiry to the study of our own and others' traditions. As members of a church-related university, we strongly affirm the United Methodist emphasis on ecumenical openness to other faiths, and we embrace the global scope of the Hamline mission to prepare compassionate citizens of the world. We interpret our church affiliation as a charter of hospitality. The program welcomes students of different religions and students of no religion, inviting all to deepen their understanding of their own values and commitments and to investigate other faiths with respect for their particular wisdom and intrinsic worth.

### Our Methodology

Religion is a fundamentally multidisciplinary field. In order to deeply understand any religious tradition or phenomenon, one must bring in many disciplinary perspectives. Most religion courses include perspectives from multiple disciplines within the liberal arts, at times drawing on philosophy, theology, history, anthropology, literature, sociology, politics, psychology, art history, music, and even subjects like economics and biology. Religion courses, therefore, are opportunities to reflect on the connections among various disciplines. For this reason, the program supports students who want to double major, which enables students to bring the perspectives and methods of each major to bear on the issues and questions of the other.



At the same time as we take a multidisciplinary approach, our program is located in the tradition of the Humanities, which means that our courses promote a deep engagement with texts (from ancient scriptures to contemporary literature). We aim to cultivate in our students skills in textual interpretation, critical thinking, and written and oral communication across a range of genres. While drawing heavily on the social sciences, our program ultimately emphasizes the humanistic approach of 1) focusing on the way religious individuals and communities have understood themselves, their traditions, and their world; 2) using interpretive methods, imagination, and empathy to gain, as far as possible, an insider's perspective of religious traditions; and 3) reflecting deeply on issues of meaning and value.

### **Faculty**

**Mark A. Berkson**, professor. BA 1987, Princeton University; MA 1992, PhD 2000, Stanford University.

### **Religion Major (BA)**

- REL 1100 - Introduction to Religion
- REL 3000 - Searching for Religion: The Quest for Meaning from the Church and Mosque to the Movie Screen and Concert Stage

Two semesters of colloquium

- REL 5900 - Religion Colloquium

Six elective courses

- Students must take six elective courses, at least two of which must be at the 3000-level.

At least three electives must be in a "primary area", either Christianity/Biblical Religions or Asian Religions, and at least one elective must focus on a tradition outside of the primary area. Students should consult with their religion advisor when planning elective choices.

### **Religion Minor**

- REL 1100 - Introduction to Religion
- REL 3000 - Searching for Religion: The Quest for Meaning from the Church and Mosque to the Movie Screen and Concert Stage
- REL 5900 - Religion Colloquium

Three elective courses

- Students must take at least three elective courses, one of which must be at the 3000 level.

## Social Studies Program

The social studies major provides an interdisciplinary approach to the study of people and their institutions. The ultimate goal of social studies is citizenship education and the development of civic competence. Drawing on Hamline's strong social science departments, this major is designed to engage the student in the content, concepts, skills and methodologies of each discipline, that is, the structure of the disciplines. The scope and sequence of the major across these four dimensions follows and generally exceeds guidelines established by the National Council for the Social Studies (NCSS), the major research and policy development association in this licensure area.

Two groups of students are likely to major in social studies: 1) those seeking secondary (grades 5-12) licensure as future social studies teachers, and 2) liberal arts students who want a cross-disciplinary major in the social sciences.

For licensure purposes, this major complies with licensure standards (Standards of Effective Practice for Beginning Teachers or SEPBT) and content standards developed by the Minnesota Professional Educator and Licensing Standards Board (PELSB) (patterned after the NCSS standards).

Over time, these licensure standards and rules can change based on new initiatives by the PELSB, the Minnesota Department of Education, and the Minnesota State Legislature. In addition, our national accreditation body, the Council for the Accreditation of Educator Preparation (CAEP), can affect the content and structure of the major. Therefore, it is important that interested students be in close touch with the School of Education and Leadership chair for advising purposes.

## Postgraduate Opportunities

The majority of graduates with social studies majors enter teaching or closely allied fields. Many of these earn advanced degrees in social studies or related educational areas such as school administration or special education. In addition, the disciplinary concentration can provide a foundation for graduate study in that discipline. The degree can also serve as a

basis for professional study in law and public administration. Those not entering the teaching field often find employment opportunities in social service or government agencies.

## Social Studies Major (BA)

The social studies major totals 13-15 courses as follows:

- ANTH 1160 – Introduction to Anthropology
- PSCI 1110 – American Government and Politics
- PSY 1330 – General Psychology
- SJSC 1110 – Society and Social Change

Two Economics courses:

- ECON 1100 – Principles of Economics
- ECON 1200 – Big Data & Social Issues

One Geography course:

- One Geography course offered through the ACTC exchange from the following: Human Geography (GEOG 111 at Macalester, GEOG 111 at St. Thomas, GEOG 2000 at St. Catherine); or World Geography (GEOG 113 at St. Thomas). If possible, an additional geography course is also highly recommended for future teachers.

Three History courses to include:

- HIST 1310 – Introduction to American History: 1877-Present
- One non-Western history course
- One course at the level of HIST 3011 or above

Disciplinary concentration – Majors must complete a concentration of six courses in one of the departments listed above; at least one of the six courses must be at the 3000 level and at least one must be at the 5000 level. This concentration must also include the methodology course in the discipline from among the options below.

**Note:** Students seeking a concentration in Geography should confer with the Social Studies program director.

- ANTH 5260 – Anthropological Thought and Theory
- HIST 3010 – Historical Methods
- PSCI 3540 – Political Research and Analysis
- PSY 3350 – Research Methods in Psychology

- QMBE 1310 – Statistics (for economics concentration)
- SJSC 3920 – Social Research Methods

## **Sociology, Social Justice, and Social Change Department**

Sociology is the scientific study of human society and social behavior. The sociological perspective invites students to look at their familiar surroundings as though for the first time. It allows students to get a fresh view of a world they have always taken for granted, to examine their world with the same curiosity and fascination that they might bring to an exotic, alien culture.

Sociology also gives students a window on the wider world that lies beyond their immediate experience, leading them into areas of society that they might otherwise have ignored or misunderstood, into the worlds of the rich and powerful, the poor and weak, the worlds of cult members, the elderly, and juvenile delinquents. Because these people have different social experiences, they have quite different definitions of social reality. Studying social justice and social change enables students to appreciate viewpoints other than their own, to understand how these viewpoints came into being and, in the process, to better understand their own lives.

Understanding the structure and process of society is necessary before ineffective, unjust, or harmful social arrangements can be changed. Good social policy and the eradication of social problems are not possible without an understanding of what caused the problem, the barriers that stand in the way of a solution, and the problems a particular solution might in turn create.

The sociology, social justice, and social change department encourages its majors to both understand society and to act upon that knowledge to improve themselves and their society. Students are taught how to ask significant questions about the world around them, how to design and implement sociological research, and how to examine the ethical implications of their research.

### **Opportunities for Nonmajors**

Most upper-level courses require completion of SJSC 1100 – Social Justice and Social Change or SJSC 1110 –

Society and Social Change. Many courses appeal to nonmajors either because of general interest or because of the way they intersect with other disciplines. For example, many students find our courses on gender, policy, medical sociology, race, and sexualities are a great fit for their majors in Political Science and Public Health.

### **Honors**

Hamline has a chapter of Alpha Kappa Delta, the international sociology honor society. The Betty Green Award is given annually to an outstanding social justice and social change major, and majors are eligible to apply for the Amy Russell Award and Carol Young Anderson Scholarship for deserving social science majors.

### **Community Internships**

All students complete an internship in Senior Seminar choosing from a large variety of community organizations and social agencies operating in the Twin Cities. They work 10-12 hours per week at their internship site and study the latest issues in the field. This experience allows students to test their understanding of social justice and social change by applying it to the world around them.

While the internship program is not designed to find employment for students after graduation, many do find job opportunities with their internship agency or similar agencies. For many students, the internship provides a testing ground to determine their suitability for a particular profession. Recent students have worked as juvenile probation officers, advocates for battered women, telephone crisis-line counselors, volunteer coordinators for in-home services for the elderly, and staff in an emergency food aid agency.

### **Postgraduate Opportunities**

As with most undergraduate degrees, a major in social justice and social change does not provide automatic access to any specific career. Most sociologists do some combination of three basic activities: teaching, research, and managing people or programs. What students can do with a BA in social justice and social

change depends upon a combination of factors including the ever-changing job market and the student's specific qualifications--courses, skills, work experience, and professional contacts. A major in sociology provides good preparation for students going into many areas, including law, social work, and social policy planning.

### **Faculty**

**Máel Embser-Herbert**, professor. BA 1978, The George Washington University; MA 1990, University of Massachusetts-Amherst; PhD 1995, University of Arizona; JD 2004, Hamline University. Social inequalities, LGBTQ studies, justice, wrongful convictions. Author of *Camouflage Isn't Only for Combat: Gender, Sexuality, and Women in the Military*, and *The U.S. Military's 'Don't Ask, Don't Tell' Policy: A Reference Handbook*.

**Susi Keefe**, associate professor. BA 1998, Mount Holyoke College; AM, 2001, PhD 2010, Brown University. Teaching areas: public health sciences.

**Ryan LeCount**, associate professor, chair. BA 2003, Indiana University; MS 2006, Purdue University; PhD 2014 Purdue University. Racial and ethnic relations, racial attitudes, whiteness studies, stratification, political sociology, social movements, sociology of religion.

**Sharon E. Preves**, professor. BA 1991, Hamline University; PhD 1999, University of Minnesota. Sociology of gender, the body, sexuality, medicine, social psychology. Author of *Intersex and Identity: The Contested Self* and *Classic and Contemporary Perspectives in Social Psychology*.

### **Social Justice and Social Change Major (BA)**

Social Justice and Social Change empowers students to become informed, active, and dynamic problem solvers. Students gain the knowledge to analyze current social issues and the practical skills to address them. Through a focused exploration of these issues, students will develop an understanding of how effecting social change can lead to a more just society.

The major in Social Justice and Social Change is interdisciplinary, yet with a sociological core. Taking a sociological perspective invites students to get a fresh view of a world they have likely taken for granted, to

examine their world with the same curiosity and fascination that they might bring to a culture with which they are wholly unfamiliar. Understanding the structure and process of society is necessary before ineffective, unjust, or harmful social arrangements can be changed. Good social policy and the eradication of social problems are not possible without an understanding of what caused the problem, the barriers that stand in the way of a solution, and the problems a particular solution might in turn create.

The major consists of eight core courses which include an introductory sequence, courses in gender, race, theory, and methods, an internship, and a capstone course. Additionally, students will take six elective courses designed to expose them to a range of social issues and/or a variety of academic disciplines. These courses may center on an area of particular interest to the student; for example, environment, gender/sexualities, law, race, religion, youth.

The program prepares students to work in a variety of settings. Among a wide range of opportunities, students majoring in Social Justice and Social Change may pursue careers and/or graduate/professional education in community organizing, creative writing, education, law, legislative advocacy, and politics.

## Major Requirements

The major in Social Justice and Social Change consists of 14 courses (56 credits) as follows.

### Core Requirements:

- SJSC 1100 – Social Justice and Social Change
- SJSC 1110 – Society and Social Change
- SJSC 3330 – Gender Matters
- SJSC 3350 – Race, Racisms, and Racialization
- SJSC 3900 – Engaging Social Justice
- SJSC 3910 – Theorizing Social Life
- SJSC 3920 – Social Research Methods
- SJSC 5900 – Agents of Social Change

Additional Requirements – To complete the major, students must complete an additional 24 elective credits (typically six courses) drawn from the following groups. At least eight of the 24 credits must be composed of SJSC courses. This includes any SJSC

independent or individualized study experiences a student might wish to undertake. At least 12 of the 24 credits must be 3000- or 5000-level courses.

### SJSC Electives (8 credits):

- SJSC 1120 – Social Issues
- SJSC 3320 – Power, Policy, and Justice
- SJSC 3340 – Medicine, Morality, and Mortality
- SJSC 3360 – Religion and the Just Society
- SJSC 3390 – Self, Identity, and Society
- SJSC 3980 – Special Topics
- SJSC 5330 – Sexualities
- SJSC 5830 – Storytelling and Narrative in Ethnography
- SJSC Independent study experience

### Additional Electives (16 credits):

- CJFS 3730 – Victimology
- CJFS 3770 – Punishment, Corrections and Society
- ESTD 1500 – Planetary Home Care Manual
- ESTD 3850 – Campus Sustainability
- LGST 3100 – American Constitutional Law and Political Mobilization
- LGST 3790 – Law and the Lives of Women
- PBHL 3200 – Topics in Health Equity
- PHIL 1140 – Ethics
- PHIL 3330 – Social, Political, and Legal Philosophy
- PHIL 3360 – Philosophy of Nonviolence
- PSCI 3430 – Gender Politics and Policy
- PSCI 3570 – Ethnic and Civil Conflict
- PSCI 3690 – Politics of Urban and Metropolitan America
- SJSC courses not used to meet the 8 credits above
- Non-SJSC courses that have the SJSC area of study course tag
- Other courses approved by the student's SJSC advisor

## Social Justice Minor

Objective: To permit students majoring in other fields the opportunity to develop an integrated basis for analysis of social justice issues.

The minor in social justice consists of a minimum of six courses, at least three of which must be 3000 level or higher-level courses. Minors are required to take:

The social justice foundations course:

- SJSC 1100 – Social Justice and Social Change

Five additional breadth courses – Students must select one course from each of the following five areas. An internship may be substituted for one breadth area.

One course in politics or legal studies:

- CJFS 3720 – Constitutional Issues in Criminal Procedure
- LGST 1110 – Legal Systems in American Society
- LGST 3100 – American Constitutional Law and Political Mobilization
- PSCI 3430 – Gender Politics and Policy

One course in social, cultural, economic, or psychological analysis of social justice issues:

- CFST 3300 – The Role of Conflict in Social Change
- CJFS 3750 – Theories of Criminal Behavior
- EDU 3500 – Diversity and Education (with Lab)

One course in history with a social justice focus (see program director for approval of history topics courses)

– Recent offerings include:

- HIST 3960 – Topics in Comparative History, topics: Disease & Society in International Perspective; International Human Rights Law; History of Slavery and Emancipation

One course that offers a broad perspective on moral, ethical, or values concerns – These concerns shape the quest for social justice from philosophy, religion, or selected literature courses. Other relevant courses may be taken with permission from the program director.

- ENG 1200 – Introduction to English Studies
- PHIL 1140 – Ethics
- PHIL 3250 – Feminist Philosophy
- PHIL 3360 – Philosophy of Nonviolence
- REL 1400 – Christian Ethics
- REL 1510 – Jewish Ethical Thought: Questions, Responses and Responsibilities

One practical skills course – One course that provides students with practical skills to permit them to be effective in advancing social justice concerns, e.g., communication theory, legal research, advocacy, writing courses, from the following:

- COMM 1650 – Argumentation and Advocacy
- COMM 3360 – Interpersonal Communication
- COMM 3380 – Small Group Communication
- COMM 3390 – Organizational Communication
- LGST 1300 – Legal Advocacy, Policy, and Practice

### **Sociology Minor**

A minor in sociology consists of 24 credits as follows:

- SJSC 1110 – Society and Social Change
- 20 additional credits of SJSC coursework

## Theatre & Dance

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

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

Coursework in theatre combines study of history, literature, criticism, and theory of theatre and drama with courses in performance, design and technical production. Each season the Hamline University Theatre presents a variety of works providing opportunities for mainstage and studio performance and production work. Student-directed and designed plays are a regular feature of the theatre program.

The dance program offers courses in modern dance. Advanced performance work and choreographic opportunities are available through membership in the Hamline Dance Ensemble. Two dance concerts are presented each year.

### Postgraduate Opportunities

Students majoring in theatre pursue careers in teaching, professional or community theatre, or in the allied fields of television and film. The skills taught as part of the major have also equipped majors to enter the entertainment industry as producers, development

directors for non-profit organizations, special event and convention planners as well as public relations specialists. Majors are encouraged to pursue graduate school opportunities in their respective fields of interest.

Hamline students are encouraged to participate in regional and national interviews and auditions for advanced training and professional work. The department offers regular workshops and review sessions to help prepare students to make the transition into a career.

### Facilities

The Hamline University Theatre mainstage performing facility is a fully equipped proscenium stage with continental seating for 300, computerized lighting control system, computerized sound recording and playback capability, orchestra pit, full flyloft, stage traps, a large scene shop with paint-frame, costume and lighting work rooms, dressing and makeup rooms, and Green Room. The Anne Simley Theatre is the site for all major productions and is used occasionally by outside professional theatre or dance companies.

A small flexible studio theatre is available in an adjacent building and is used for special projects in directing and design and as a performance space for one-act plays, readings, dance, and class activities. A well-equipped design classroom is used for classes in stagecraft and technical production courses. The department also operates a small television station with modern equipment. The station is connected to the campus-wide cable system and supports student film and video projects.

### Research and Development Opportunities

The department is an active participant in the Collaborative Research program. Majors are encouraged to discuss the opportunity to pursue advanced level study with a faculty member. The Department also provides students with specialized interests the option of developing a flexible curriculum.

Assistantships are available in the technical areas, as well as in publicity and the ticket office. All Department assistants receive regular performance reviews and work as an assistant is an important part of a student's

professional training and portfolio development. Students are also encouraged to pursue internship and work opportunities with Twin Cities professional or community theatres. The Department email contact list and the Callboards regularly list work and audition opportunities.

The Holt Endowment in Theatre allows the Department to provide substantial support for selected students to attend professional conferences like the American College Dance Festival, the Kennedy Center American College Theatre Festival and the United States Institute for Theatre Technology. Majors in the program are strongly encouraged to participate in appropriate professional conferences.

## Faculty

Departmental faculty combine active professional work in their respective fields with their primary role as educators. All faculty in the theatre program are involved in performance, directing, or design in the active Twin Cities theatre community.

**Laura Dougherty**, assistant professor. BA 1997, Drew University; MFA 2003, PhD 2010, Arizona State University. Acting, directing, theatre and performance of the Americas, gender and sexuality in performance, social justice and civic action in/through performance.

**Kaori Kenmotsu**, senior lecturer. BA 1993, University of Minnesota; MFA 2002, University of Wisconsin–Milwaukee. Dance educator, K-16; yoga instructor, professional dancer, actor, and choreographer.

**Jeff Turner**, professor, chair. AB 1984, Centre College; MA 1986, University of California–Los Angeles; MA 1991, Appalachian State University; PhD 2000, University of Colorado–Boulder. Teaching and research interests include American theatre history, directing, film studies, childhood studies, and popular culture studies.

## Theatre Arts Major (BA)

Students majoring in theatre arts take the following courses selected in consultation with a major advisor in the department. For non-transfer students 20 credits (usually the equivalent of five courses) in the major

must be taken at Hamline. Transfer students with second year standing or above must complete 16 credits (usually the equivalent of four courses) in the major at Hamline. Declared majors and minors must participate in departmental reviews conducted each semester and are expected to be active participants in the department's productions.

## Major Requirements

- THTR 1120 – Introduction to Theatre
- THTR 1130 – Dance I
- THTR 1235 – Acting I
- THTR 1420 – Technical Theatre
- THTR 3120 – Analyzing the Dramatic Text
- THTR 3150 – Topics in Theatre History
- THTR 3160 – The Modern Stage: 1870 to the Present
- THTR 3440 – Scene and Lighting Design
- THTR 5520 – Stage Direction
- THTR 5910 – Senior Theatre Project and Seminar

Production experience – Two credits are required, with a minimum of 0.5 credits in each category:

- THTR 1010 – Production Experience (Category I)
- THTR 3010 – Production Experience (Category II)

Theatre elective(s):

- One to four theatre electives in area of interest

## Theatre Arts Minor Requirements

- THTR 1120 – Introduction to Theatre
- THTR 1130 – Dance I
- THTR 1235 – Acting I
- THTR 1420 – Technical Theatre

Production experience – One credit total with at least 0.5 credits in each of the following:

- THTR 1010 – Production Experience (Category I)
- THTR 3010 – Production Experience (Category II)

Three additional courses:

- Two 3000-level courses
- One 5000-level course



# Curriculum: The School of Business

## Vision

Where the business, government, and non-profit sectors intersect to educate and collaborate for the common good.

## Mission Statement

The Hamline School of Business is an inclusive community dedicated to the professional and personal development of our students, faculty and staff and to the advancement of the common good. We achieve our mission through teaching excellence, the integration of theory and practice, and the engagement of our stakeholders to address complex issues facing the business, government and non-profit sectors. We see our mission firmly rooted within the values of Hamline University.

## Programs

The Bachelor of Business Administration (BBA) degree program offers the essentials of business within a liberal arts framework, providing career preparation that sets you apart. Students graduate with a wide range of abilities to manage and lead successful organizations in the face of our increasingly complex world. Within the business administration program, students can concentrate in accounting, business analytics, finance, management, or marketing.

The bachelor of Arts (BA) in economics provides a strong foundation in economic theory. Students gain an understanding of the underlying forces of economic cycles and the consequences of economic conditions on the decisions of leaders in all sectors.

Students may also choose to minor in business analytics, business practice, economics, interactive leadership, and nonprofit management.

## Interdisciplinary Concentrations

Students majoring in economics have the opportunity to pursue an interdisciplinary concentration in behavioral economics or public policy.

[The behavioral economics concentration](#) teaches students the core theories and methods in economics and psychology, and how to integrate and apply this knowledge through applied projects. Students will design field and laboratory experiments, informed by behavioral theory, and analyze data for insights. Each student will also design a research project that explores an area of judgment and behavior, tailored to their personal interests and goals. This concentration is open to students majoring in economics or psychology.

[The public policy concentration](#) educates students about public policy and helps them to develop the knowledge and skills necessary to create innovative, socially responsible solutions to the most critical issues facing society. The program forms an arc, beginning with an introduction to ethical public policy, building skills with methodology coursework, and culminating with a capstone experience in which students engage directly with a public policy issue in a semester-long applied project or internship. Students will acquire an extensive set of skills in policy evaluation and analysis, equipping them to become agents of change to improve the quality of life for people and their communities, at home and abroad. This concentration is open to students majoring in criminology and criminal justice, economics, environmental studies, legal studies, political science, or public health sciences.

## Departmental Honors

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

## Faculty

**Peggy Andrews**, senior lecturer. BA 1989, Ambassador University, Pasadena, CA. MA 1999, St. Mary's University of Minnesota. PhD 2010, University of Minnesota. Work experience: human resource leadership in packaged food and high-tech sectors; management consulting across publicly traded, family owned, and non-profit organizations. Research interests: white collar layoffs; career development; sociological, psychological and

theological perspectives on maternal employment; individual and organizational flourishing.

**David M. Berg**, associate professor. BA 1981, St Olaf College; MBS 1984, University of South Carolina; PhD 1998, University of Minnesota; CMA. Professional Experience: international finance, import/export/technology export. Research interests: globalization and competition, firm strategy and adaptation, context of international business, study abroad programs, international business pedagogy.

**Stacie A. Bosley**, Kahlert Professor of Economics. BBA 1994, University of Wisconsin-Madison; PhD 2001, University of Minnesota. Work experience: information systems consulting and expert witness consulting in consumer fraud litigation. Research interests: income-related fraud (including pyramid schemes), consumer protection, and behavioral economics.

**Samantha Snyder Cakir**, assistant professor. BA 2000, University of North Carolina-Chapel Hill; MS 2008, PhD 2011, Purdue University. Work experience: urban community/economic development, federal food assistance programs. Research interests: food access and health/consumer purchase outcomes, education reform and school choice policy, fraud and consumer protection.

**Brett Devine**, 2019, assistant professor. BS 2012, Brigham Young University, PhD 2018, Washington State University. Experience: Idaho National Laboratory, marketing analytics consulting, research assistance. Research interests: information economics, industrial organization, entrepreneurship, econometrics, and data science.

**Ken Fox**, professor. BA 1979, University of California, Davis; JD 1985, Lewis and Clark Law School. Senior Fellow, Dispute Resolution Institute. Work Experience: business and government law practice, conflict management consulting to public, private, non-profit and regulated industries, courts, schools and universities. Research interests: mediation, negotiation, reflexive professional practice, conflict analysis.

**Sonal Gerten**, marketing instructor. BA 1999, Johns Hopkins University; MBA 2004, UCLA. Work experience:

consumer packaged goods, non-profit, small business and entrepreneurial executive. Interests: small business and arts marketing, bridging cultural differences via marketing storytelling.

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

**Jae Hwan Lee**, associate professor. BA 2000, MA 2006, Seoul National University; MBA 2008, Brigham Young University; PhD 2015, Texas Tech University. Work experience: military strategic planning, English-Korean translation. Research interests: corporate social responsibility, business ethics.

**Anne M. McCarthy**, professor. AB 1980, Georgetown University; MBA 1986, University of Connecticut; PhD 1992, Purdue University. Work experience: bank operations, hotel operations, historic renovation and commercial real estate conversion. Research interests: business ethics, entrepreneurial and top executive decision making, and service learning.

**Austin Miller**, assistant professor. BA 2010, MPP 2012, Brigham Young University; PhD 2018, Washington State University. Research interests: microeconomic applications, behavioral economics, the intersection of psychology, economics, and public policy.

**Kris Norman**, professor. BA 1987 Hamline University, MA 1990, University of Minnesota, PhD 1996, Vanderbilt University. Work Experience: state and local government and policy consulting. Research Interests: cultural competence, social equity, public policy and public administration.

**Jim Scheibel**, professor of practice. BA 1969, St. John's University (Minnesota); MPA 2014, University of Minnesota. Work experience: community organizer, elected official, Director of VISTA and the Senior Corps, nonprofit executive. Interests: poverty, homelessness and hunger, service and civic studies.

**Chad Sponsler**, senior lecturer. B. Acct. 2002, MBA 2003, University of North Dakota; JD 2008, Hamline University;

CPA. Research interests: Certified Public Accountant exam performance variables, financing higher education, educational tax incentives.

**Lucas D. Threinen**, assistant professor. BS 1997, University of Minnesota; PhD 2012, University of Chicago. Professional Experience: economic policy advising, information systems. Research interests: information economics, international trade.

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

## Bachelor of Arts Economics Program

Economics is a social science related to business in the same way that physics is related to biology or medicine. It focuses on the principles underlying the operation of the economy. Students who enjoy abstract analysis will find the economics major interesting and challenging. Study of mathematics is a useful adjunct and is essential for students planning graduate study in this field. The economics major prepares students for analytical occupations, typically in business, or for graduate work in law, economics, public policy or related fields.

Economics majors have the option to complete an interdisciplinary concentration in [behavioral economics](#) or [public policy](#).

### Economics Major Requirements

- ECON 1100 – Principles of Economics
- ECON 1200 – Big Data & Social Issues
- QMBE 1100 – Introduction to R
- QMBE 1320 – Introduction to Business Analytics
- ECON 3100 – Intermediate Economic Theory
- ECON 3860 – Junior Seminar in Economics
- MGMT 3960 – Internship with Seminar
- ECON 3820 – Econometrics
- ECON 5860 – Senior Seminar Economics

One course chosen from the following:

- ECON 1500 – Methods and Modeling for Economics, Finance, and Analytics
- MATH 1170 – Calculus I

One statistics course chosen from the following:

- MATH 1200 – Statistics
- QMBE 1310 – Statistics

One communication course chosen from the following:

- COMM 1110 – Public Speaking
- COMM 1650 – Argumentation and Advocacy
- COMM 3380 – Small Group Communication

Electives – Choose four courses from the following list, at least three must be ECON courses:

- ECON 3200 – Judgement and Decision Making or PSY 3200 – Judgement and Decision Making

- ECON 3710 – Labor Economics
- ECON 3720 – International Economic Development
- ECON 3730 – International Trade and Finance
- ECON 3740 – Economics of Public Finance
- ECON 3750 – Behavioral and Experimental Economics
- ECON 3770 – Environmental Economics
- ECON 3980 – Special Topics
- QMBE 3730 – Advanced Business Analytics
- QMBE 3740 – Data Mining

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

## Bachelor of Business Administration Program

The Bachelor of Business Administration (BBA) program is designed to complement the liberal studies of Hamline University by providing students with breadth and depth of understanding in core business disciplines. All Hamline BBA degree-earners will graduate with a wide range of abilities to manage and lead successful organizations in the face of our modern and increasingly complex world. All BBA students complete a 13-course core and a concentration.

### Core Business Major Requirements

- ACCT 1310 – Accounting Principles I
- ACCT 1320 – Accounting Principles II
- ECON 1100 – Principles of Economics
- FIN 3100 – Foundations of Finance
- MGMT 3100 – Foundations of Management
- MGMT 3130 – Business Law
- MGMT 3960 – Internship with Seminar
- MGMT 5860 – Strategic Management
- MKTG 3100 – Foundations of Marketing
- QMBE 1320 – Introduction to Business Analytics

One statistics course chosen from the following:

- MATH 1200 – Statistics
- QMBE 1310 – Statistics

One communication course chosen from the following:

- COMM 1110 – Public Speaking
- COMM 1650 – Argumentation and Advocacy
- COMM 3380 – Small Group Communication

One writing course:

- ENG 1800 – Introduction to Professional Writing and Rhetoric

### Accounting Concentration

In a world driven by financial statements, accounting majors are at the frontline of the business community. In addition to learning the language of business, our majors also learn to synthesize the numbers into meaningful financial reports, which are the cornerstone for how our free markets move efficiently. Accounting requires the greatest breadth of study of any business

major, which translates into a broad base for career opportunities.

Six additional courses are required:

- ACCT 3010 – Intermediate Accounting I
- ACCT 3020 – Intermediate Accounting II
- ACCT 3030 – Cost Accounting
- ACCT 5020 – Federal Taxation
- ACCT 5040 – Auditing

One course chosen from the following:

- ACCT 3040 – Securities and Exchange Commission (SEC) Regulations and Reporting
- ACCT 5030 – Advanced Accounting
- ACCT 3980 – Special Topics

### **Business Analytics Concentration**

The Business Analytics concentration in the BBA comprises the study of quantitative models and solutions to business data management concerns.

Business analysts bring a well-developed understanding of business and economics to the technical undertaking of defining quantitative models to solve problems. Business Analytics includes the study of mathematical models and data management techniques, aimed at improving the decision making capabilities of organizations. Business Analytics also includes the development of skills in computer programming and software applications to perform data analysis in a variety of contexts.

Five additional courses are required:

- QMBE 1100 – Introduction to R
- QMBE 3730 – Advanced Business Analytics
- QMBE 3740 – Data Mining
- QMBE 3750 – Data Management and Communication

One course chosen from the following:

- CDS 1010 – Introduction to Programming
- ECON 3820 – Econometrics
- QMBE 3980 – Special Topics

### **Finance Concentration**

Students are challenged to develop new ways of understanding the complex web of interrelationships that exist within and between the financial

management of an entity, the investment community, and money & capital markets. Courses are designed to equip future professionals with the financial tools needed to become discerning and effective decision makers – whether they seek to pursue careers in banking, insurance, corporate finance, international finance, risk management, governmental regulation, financial planning, public finance, investments, fundraising, or investment banking.

Four additional courses are required, chosen from the following:

- ACCT 3010 – Intermediate Accounting I
- FIN 3700 – Financial Markets and Institutions
- FIN 3710 – Financial Analysis
- FIN 3720 – Investment Management
- FIN 3730 – Corporate Finance
- FIN 3740 – Risk Management
- FIN 3980 – Special Topics

### **Management Concentration**

The Management concentration prepares graduates for a wide variety of entry level positions in the corporate, non-profit, and public sectors. In addition to the general core business courses, students gain knowledge and skills in leadership, human resource management, organizational behavior, teams, decision making, communication, operations management and/or international business, as well as other staples of business. Graduates benefit from a solid grounding in contemporary management as well as emerging management trends.

Four additional courses are required:

- MGMT 3700 – Human Resource Management
- MGMT 3710 – Operations Management
- MGMT 3730 – Project Management

One course chosen from the following:

- ECON 3200 – Judgement and Decision Making
- ECON 3750 – Behavioral and Experimental Economics
- MGMT 3720 – International Business Environment
- MGMT 3740 – Organizational Leadership
- MGMT 3750 – Innovation and Entrepreneurship

- MGMT 3980 - Special Topics
- MKTG 3710 - International Marketing
- MKTG 3740 - Consumer Behavior

## Marketing Concentration

The Marketing concentration prepares graduates to contribute to the corporate, entrepreneurial, non-profit, and public sectors by having the skill to identify customer needs, develop products and services to serve those needs, make those products and services available, and assure that users have the awareness and interest to use them. In addition to opening doors to employment upon graduation, the marketing major opens minds to the importance of working with others and appreciating the diversity of ways people both perceive and satisfy their needs.

Four additional courses are required, chosen from the following:

- MKTG 3500 - Advertising and Marketing Communications
- MKTG 3710 - International Marketing
- MKTG 3720 - Marketing Research
- MKTG 3730 - Digital Marketing Strategies
- MKTG 3740 - Consumer Behavior
- MKTG 3735 - Project Management
- MKTG 3755 - Behavioral and Experimental Economics
- MKTG 3760 - Professional Selling
- MKTG 3980 - Special Topics

## Minor Programs

### Business Analytics Minor

Students majoring in other areas within the University can pursue a minor in Business Analytics. The minor comprises a subset of the analytical courses required for undergraduate business programs and for the Business Analytics concentration, along with the selection of one elective course.

Minor Requirements:

- QMBE 1100 - Introduction to R
- QMBE 1320 - Introduction to Business Analytics
- QMBE 3730 - Advanced Business Analytics
- QMBE 3750 - Data Management and Communication

One course chosen from the following:

- ECON 1500 - Methods and Modeling for Economics, Finance, and Analytics
- MATH 1170 - Calculus I

One statistics course chosen from the following:

- MATH 1200 - Statistics
- QMBE 1310 - Statistics

One course chosen from the following:

- CDS 1010 - Introduction to Programming
- ECON 3820 - Econometrics
- MGMT 3710 - Operations Management
- QMBE 3740 - Data Mining
- QMBE 3980 - Special Topics
- MKTG 3720 - Marketing Research

### Business Practice Minor

The minor in Business Practice is designed to give non-business majors an introduction to some of the critical functions of business: management, marketing, finance and accounting, along with some of the analytical tools used to understand and support business activity. Coupling the business practice minor with a major outside the School of Business can help students understand the related business and economic impacts.

Minor Requirements:

- ACCT 1310 – Accounting Principles I
- ECON 1100 – Principles of Economics
- MGMT 3100 – Foundations of Management
- MKTG 3100 – Foundations of Marketing

One statistics course chosen from

- MATH 1200 – Statistics
- QMBE 1310 – Statistics

One course chosen from:

- ACCT 1320 – Accounting Principles II
- QMBE 1320 – Introduction to Business Analytics
- Any 3XXX Business Related Course

**Note:** Students pursuing a BBA degree may not also minor in business practice.

### Economics Minor

Minor Requirements:

- ECON 1100 – Principles of Economics
- ECON 1200 – Big Data & Social Issues
- ECON 3860 – Junior Seminar in Economics

One statistics course chosen from the following:

- MATH 1200 – Statistics
- QMBE 1310 – Statistics

Two additional economics courses:

- Select two additional economics courses at the 3000- or 5000-level.

### Interactive Leadership Minor

The Minor in Interactive Leadership is designed to give business and non-business majors alike an introduction to leadership theories, processes, and skills to help them be effective change makers in organizational settings across the for-profit, non-profit, and government sectors, regardless of their position. Coupling the Minor in Interactive Leadership with a functional major can help students understand how to manage themselves, and how to use this self-knowledge to effectively assess and interact within their organizational network to create results in the world of work.

Minor Requirements:

- ECON 1200 – Big Data & Social Issues

- MGMT 1100 – Personal Power and Influence
- MGMT 3100 – Foundations of Management
- MGMT 3740 – Organizational Leadership
- MGMT 3950 – Integrative Leadership Seminar

One course chosen from the following:

- ECON 3200 – Judgement and Decision Making
- MKTG 3730 – Digital Marketing Strategies
- NPFT 3000 – Civic Engagement and Community Building
- NPFT 3020 – Staff and Volunteer Management for Nonprofits
- Approved special topics courses

### Nonprofit Management Minor

The minor in nonprofit management is designed to provide students from a broad variety of majors with knowledge and insights that will lead to successful careers in the nonprofit sector. Students will learn about the many roles nonprofits play in a healthy and supportive community. They will also learn the vital roles that volunteerism and the nonprofit sector have played in the history of our country, and the emerging roles of nonprofits around the world. The required courses provide specific knowledge on nonprofit governance, management, and operations. In addition to a four course sequence focusing on knowledge and skill development, students who wish to earn the minor in nonprofit management are required to fulfill a semester-long internship with a local nonprofit organization. Students will work with program advisors in selecting internship sites, and will attend a seminar throughout the internship experience that will enrich the experience and allow students to learn from each other.

Minor Requirements:

- NPFT 1010 – Introduction to Nonprofit Management and Leadership
- NPFT 3000 – Civic Engagement and Community Building
- NPFT 3010 – Events Planning and Management for Nonprofits
- NPFT 3020 – Staff and Volunteer Management for Nonprofits
- NPFT 3960 – Internship with Seminar

# Curriculum: The School of Education and Leadership

## Teacher Education Program

Teaching is one of the most satisfying and rewarding professions for those who enjoy working with young people. It is also one of the most important and challenging professions. Teachers carry a tremendous responsibility as they work to prepare students for their lives beyond P-12 classrooms.

Hamline has served the needs of new teachers since the 1850s. This legacy continues today as we work to prepare teachers who can meet the demands of the teaching profession in the 21st century. To that end, Hamline's Teacher Education Program is committed to "developing reflective practice in an urban, multicultural context." As an integral part of the Hamline School of Education and Leadership, the program also works within the larger conceptual framework which acknowledges the importance of 1) promoting equity, justice, and antiracism in schools and society; 2) building and sustaining supportive and inclusive communities of teachers and learners; 3) co-constructing knowledge through learner-centered classrooms and practices; and 4) practicing thoughtful inquiry and critical reflection. Throughout the program, students are placed in several diverse school settings where they develop the knowledge, skills, and dispositions essential to effective teaching. The Teacher Education program believes that future teachers educated in this context will be better prepared to teach in urban, rural, suburban, and global educational environments.

Hamline students have the option to earn a major, co-major, or minor in education. An education major is available with concentrations in elementary education, English as a second language, or special education. The STEM education major is available for students interested in teaching biology/life science, chemistry, mathematics, or physics at the middle or secondary level. Students interested in other areas of education (such as communication arts and literature or social

studies) pursue an education co-major paired with a primary major that aligns with their area of teaching.

Education students are also encouraged to pursue a Minnesota teaching license, but this is not required to complete the undergraduate degree. Completion of the license within a four-year time frame requires very careful planning. Please seek early advising from the Teacher Education program faculty if you are trying to complete licensure along with your undergraduate degree. Education students may also pursue the Master of Arts in Teaching (MAT) pathway. The MAT pathway includes licensure and allows for a smooth transition to completing a masters degree after graduation.

## Examples of Unique Program Opportunities

### English as a Second Language

Growing immigration to the United States has increased the need for English instruction for those who are learning English as a second language. In collaboration with the faculty of the Second Language Teaching and Learning program, the teacher education department offers a K-12 license in English as a Second Language to interested undergraduates with any major. In addition to the K-12 courses, eight courses in ESL are required. Because of this considerable amount of required coursework, careful planning is required. Please consult with a departmental advisor for the list of required ESL courses.

### Hamline Overseas Student Teaching (HOST)

The HOST program in partnership with Educators Abroad is an experience that provides a student teaching opportunity in another cultural and geographical setting. HOST is available only to education students who have completed all required coursework and are eligible for a regular student teaching placement. Interested students should contact the School of Education and Leadership department chair for specific details.

### Teaching English as a Foreign Language (TEFL)

The TEFL Certificate prepares individuals to become effective teachers of English to speakers of foreign languages. Our faculty follow an interactive and hands-on approach through which students learn valuable and practical teaching techniques. Students



apply what they learn as they work together to plan and teach lessons with a class of non-native English speakers. TEFL Certificate completers have taught in over 50 countries around the world.

### **Departmental Honors**

Departmental Honors Projects (DHPs) are a rigorous and fulfilling way of pursuing a long-term research project in your major. DHPs may emerge out of sophomore- and junior-year courses, study-abroad experiences, collaborative research projects, or students' intellectual passions. Students usually begin formal work on DHPs in the spring of junior year, and complete the DHP in the spring of the senior year. To learn more about DHPs in your department, consult your advisor and your department chair.

### **Faculty**

**Letitia Basford**, professor. BA 1995, University of Minnesota; MA 2000, San Francisco State University; PhD 2008, University of Minnesota.

**Michelle Benegas**, associate professor. BA 2000, University of Saint Thomas; MA 2003, Hamline University; PhD 2015, University of Minnesota.

**Jennifer Carlson**, associate professor. BS 1991, Winona State University; MS 1998, Minnesota State University-Mankato; PhD 2001, University of Wisconsin-Madison.

**Suzanne Gikas**, professor of practice. BA 1984, University of Essex; MEd 2006, PhD 2013, Kent State University.

**Sarah Hick**, associate professor. BA 1992, Grinnell College; MES 1996, Yale University; PhD 2008, University of Minnesota.

**Joe Lewis**, associate professor, chair. BA 1989, Grinnell College; MA 1999, University of Wisconsin-Milwaukee; EdD 2006, Columbia University Teachers College.

**Rebecca Neal**, associate professor, Sanders Endowed Chair in Teacher Education. BS 1993, Hampton University; MEd 1994, College of William and Mary; PhD 2014, Arizona State University.

**Dawn Quigley**, assistant professor. BA 1993, MA 1996, PhD 2018, University of Minnesota.

**Maggie Struck**, assistant professor. BA 2000, University of St. Thomas; MA 2012, PhD 2017, University of Minnesota.

**Linnette Werner**, associate professor, associate dean. BS 1995, University of Wisconsin-Eau Claire; MA 1998, PhD 2001, University of Minnesota.

## Major Programs

### Education Co-Major (BA)

Students pursuing an Education Co-Major must also complete a primary major in the College of Liberal Arts or in the School of Business.

Education students may choose to pursue a Minnesota teaching license. Interested students should seek early advising from the Teacher Education program faculty. For more information, see the Initial Licensure areas of study listed under Teacher Licensure and Pathway to the Master of Arts in Teaching.

### Co-Major Requirements

The Education Co-Major consists of 36 credits in education coursework, as follows:

- EDU 1150 - Schools and Society (with Lab)
- EDU 1250 - Educational Psychology
- EDU 3260 - Theory to Practice (with Lab)
- EDU 3500 - Diversity and Education (with Lab)

20 elective credits - This elective coursework may include EDU and GED courses in the elementary, 5-12, 9-12, or K-12 licensure sequences, internship, independent study, Departmental Honors, or other courses at Hamline or through ACTC as approved by Teacher Education Faculty.

### Education Major (BA) - Elementary Concentration

Education Major Core Requirements:

- EDU 1150 - Schools and Society (with Lab)
- EDU 1250 - Educational Psychology
- EDU 3260 - Theory to Practice (with Lab)
- EDU 3500 - Diversity and Education (with Lab)
- EDU 5880 - Standards of Effective Practice Project
- GED 7801 - Introduction to Advanced Teacher Thinking
- GED 7802 - Preparing to Student Teach: Advising and Reflection
- GED 7872 - Exceptionality
- GED 7888 - English Learners in the Mainstream

Elementary Concentration Courses (28 credits):

- GED 7835 - Teaching Art in the Elementary School K-6
- GED 7836 - Teaching Music in the Elementary School K-6
- GED 7837 - Teaching Health in the Elementary School K-6
- GED 7838 - Teaching Physical Education in the Elementary School K-6
- GED 7840 - Teaching Social Studies in the Elementary School K-6
- GED 7846 - Teaching Literacy in the Elementary School K-6
- GED 7846L - Lab: Teaching Literacy in the Elementary School
- GED 7847 - Critical and Connected Learning Approaches to Literacy Instruction
- GED 7851 - Teaching Science in the Elementary School
- GED 7852 - Teaching Math in the Elementary School
- GED 7852L - Lab: Teaching Math in the Elementary School

### Additional Coursework Required for Elementary Licensure

The following courses are not required for the education major, but are required for teacher licensure. They may be completed as part of the bachelor's degree, or after the bachelor's degree is awarded.

- GED 7050 - Student Teaching Seminar
- GED 7885 - Student Teaching Elementary K-6

### Education Major (BA) - ESL Concentration

Education Major Core Requirements:

- EDU 1150 - Schools and Society (with Lab)
- EDU 1250 - Educational Psychology
- EDU 3260 - Theory to Practice (with Lab)
- EDU 3500 - Diversity and Education (with Lab)
- EDU 5880 - Standards of Effective Practice Project
- GED 7801 - Introduction to Advanced Teacher Thinking
- GED 7802 - Preparing to Student Teach: Advising and Reflection

- GED 7872 – Exceptionality
- GED 7888 – English Learners in the Mainstream

ESL Concentration Courses (20 credits) – Choose 20 credits from the following courses:

- ESL 7770 – Critical Praxis in TESOL
- ESL 7753 – Testing and Evaluation of English Language Learners
- ESL 7775 – ESL Methods Part I
- ESL 7776 – ESL Methods Part II
- ESL 8100 – Linguistics for Language Teachers
- ESL 8110 – Language and Society
- ESL 8120 – Pedagogical Grammar and Discourse
- ESL 8130 – Exploring Learner Language and Second Language Acquisition

#### **Additional Coursework Required for ESL Licensure**

The following courses are not required for the education major, but are required for teacher licensure. They may be completed as part of the bachelor's degree, or after the bachelor's degree is awarded.

- The remaining 8 credits of ESL coursework listed above
- GED 7050 – Student Teaching Seminar
- GED 7896 – Student Teaching K-12

#### **Education Major (BA) – Special Education Concentration**

Education Major Core Requirements:

- EDU 1150 – Schools and Society (with Lab)
- EDU 1250 – Educational Psychology
- EDU 3260 – Theory to Practice (with Lab)
- EDU 3500 – Diversity and Education (with Lab)
- EDU 5880 – Standards of Effective Practice Project
- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7802 – Preparing to Student Teach: Advising and Reflection
- GED 7872 – Exceptionality
- GED 7888 – English Learners in the Mainstream

Special Education Concentration Courses:

- GED 7846 – Teaching Literacy in the Elementary School K-6

- GED 7846L – Lab: Teaching Literacy in the Elementary School
- SPED 7930 – Special Education Evaluation and Assessment
- SPED 7940 – Special Education Legal Requirements and Ethical Considerations
- SPED 7950 – Special Education Foundations, Family and Professional Collaboration

#### **Additional Coursework Required for Special Education Licensure**

The following courses are not required for the education major, but are required for teacher licensure. They may be completed as part of the bachelor's degree, or after the bachelor's degree is awarded. Students choose one of the special education paths listed below.

Special Education – Academic Behavioral Strategist

- SPED 7201 – Transition and Professional Planning
- SPED 7202 – Social Communication and Positive Behavior Supports
- SPED 7204 – Academic and Instructional Strategies for Learners with Mild to Moderate Disabilities
- SPED 7205 – Behavior Intervention and Mental Health
- GED 7050 – Student Teaching Seminar
- GED 7896 – Student Teaching K-12

Special Education – Autism Spectrum Disorder

- SPED 7100 – ASD: Introduction and Overview
- SPED 7101 – Proactive Behavior Management
- SPED 7102 – Assessment: Identification and Planning for the Student with ASD
- SPED 7103 – Communication, Assessment, and Intervention for Learners with ASD
- SPED 7104 – Intervention and Strategies for Students with ASD
- SPED 7105 – Collaborative Transition Programming to Support Individuals with ASD Across Ages
- SPED 7106 – Social Cognition
- GED 7050 – Student Teaching Seminar
- GED 7896 – Student Teaching K-12

## STEM Education Major (BS)

Bachelor of Science in STEM (Science, Technology, Engineering, Mathematics) Education prepares students for secondary teaching in STEM disciplines and puts them on the pathway toward earning a teaching license in Life Sciences, Mathematics, Chemistry, or Physics, and a Master of Arts in Teaching. Students majoring in STEM Education learn the core principles of the STEM fields, focusing on the exciting approaches that Natural Sciences and Mathematics take to improve lives. In this program, students gain the necessary knowledge and skills to have a positive impact on students in the classroom. The STEM Education program complements other strong and diverse offerings from the Hamline School of Education and Leadership and invites students to become a part of a supportive network of fellow students, alumni, and faculty. A Bachelor of Science in STEM Education allows students to choose between one of four concentrations. To receive the teaching licenses in the State of MN, students will need to take three additional education courses and to complete a student teaching seminar and a semester of student teaching.

### STEM Education Major (BS) - Biology Concentration

#### Education core:

- EDU 1150 - Schools and Society (with Lab)
- EDU 1250 - Educational Psychology
- EDU 3260 - Theory to Practice (with Lab)
- EDU 3500 - Diversity and Education (with Lab)
- GED 7801 - Introduction to Advanced Teacher Thinking
- GED 7879 - Teaching Mathematics and Science in the Middle and Secondary School Part I

One of the following:

- GED 7880 - Teaching Mathematics in the Middle and Secondary School Part II (mathematics concentration)
- GED 7874 - Teaching Science in the Middle and Secondary School Part II (biology, chemistry, and physics concentrations)

#### STEM core:

Statistics (choose one):

- MATH 1200 - Statistics
- QMBE 1310 - Statistics

Environment (choose one):

- BIOL 1130 - Biodiversity and Conservation Biology (with Lab)
- BIOL 1190 - Human Impacts on Aquatic Ecology
- BIOL 1191 - Human Impacts on Aquatic Ecology (with Lab)
- ESTD 1100 - Introduction to Environmental Studies
- ESTD 1500 - Planetary Home Care Manual
- PHYS 1110 - Energy, Environment, and the Economy (with Lab)

Ethics and diversity (choose one):

- BIOL 1980 - Special Topics: Inclusive Science
- PHIL 1980 - Special Topics: Bioethics

#### Capstone:

- EDU 5860 - Teaching STEM

#### Biology Concentration (8 courses):

- BIOL 1510 - Integrated Concepts in Biology I (with Lab)
- BIOL 1520 - Integrated Concepts in Biology II (with Lab)
- BIOL 3050 - Principles of Genetics (with Lab)
- BIOL 3060 - Principles of Cell Biology (with Lab)
- BIOL elective numbered 3000 or higher
- BIOL elective numbered 3000 or higher
- CHEM 1100 - Chemistry and Society (with Lab)

One of the following:

- BIOL 1120 - Biology of Human Function (with Lab)
- BIOL 1150 - Biology of Women (with Lab)

### STEM Education Major (BS) - Chemistry Concentration

#### Education core:

- EDU 1150 - Schools and Society (with Lab)
- EDU 1250 - Educational Psychology
- EDU 3260 - Theory to Practice (with Lab)
- EDU 3500 - Diversity and Education (with Lab)

- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7879 – Teaching Mathematics and Science in the Middle and Secondary School Part I

One of the following:

- GED 7880 – Teaching Mathematics in the Middle and Secondary School Part II (mathematics concentration)
- GED 7874 – Teaching Science in the Middle and Secondary School Part II (biology, chemistry, and physics concentrations)

**STEM core:**

Statistics (choose one):

- MATH 1200 – Statistics
- QMBE 1310 – Statistics

Environment (choose one):

- BIOL 1130 – Biodiversity and Conservation Biology (with Lab)
- BIOL 1190 – Human Impacts on Aquatic Ecology
- BIOL 1191 – Human Impacts on Aquatic Ecology (with Lab)
- ESTD 1100 – Introduction to Environmental Studies
- ESTD 1500 – Planetary Home Care Manual
- PHYS 1110 – Energy, Environment, and the Economy (with Lab)

Ethics and diversity (choose one):

- BIOL 1980 – Special Topics: Inclusive Science
- PHIL 1980 – Special Topics: Bioethics

**Capstone:**

- EDU 5860 – Teaching STEM

**Chemistry Concentration (8 courses):**

- CHEM 1130 – General Chemistry I (with Lab)
- CHEM 1140 – General Chemistry II (with Lab)
- CHEM 3240 – Analytical Chemistry (with Lab)
- CHEM 3450 – Organic Chemistry I (with Lab)
- BIOC 3820 – Biochemistry I (with Lab)
- PHYS 1150 – Algebra-based Physics I (with Lab)
- PHYS 1160 – Algebra-based Physics II (with Lab)

One of the following:

- BIOL 1510 – Integrated Concepts in Biology I (with Lab)
- CHEM 1100 – Chemistry and Society (with Lab)
- PHYS 1130 – Physics for Poets (with Lab)
- PHYS 1140 – Physics of Sound and Music

**STEM Education Major (BS) – Mathematics Concentration**

**Education core:**

- EDU 1150 – Schools and Society (with Lab)
- EDU 1250 – Educational Psychology
- EDU 3260 – Theory to Practice (with Lab)
- EDU 3500 – Diversity and Education (with Lab)
- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7879 – Teaching Mathematics and Science in the Middle and Secondary School Part I

One of the following:

- GED 7880 – Teaching Mathematics in the Middle and Secondary School Part II (mathematics concentration)
- GED 7874 – Teaching Science in the Middle and Secondary School Part II (biology, chemistry, and physics concentrations)

**STEM core:**

Statistics (choose one):

- MATH 1200 – Statistics
- QMBE 1310 – Statistics

Environment (choose one):

- BIOL 1130 – Biodiversity and Conservation Biology (with Lab)
- BIOL 1190 – Human Impacts on Aquatic Ecology
- BIOL 1191 – Human Impacts on Aquatic Ecology (with Lab)
- ESTD 1100 – Introduction to Environmental Studies
- ESTD 1500 – Planetary Home Care Manual
- PHYS 1110 – Energy, Environment, and the Economy (with Lab)

Ethics and diversity (choose one):

- BIOL 1980 – Special Topics: Inclusive Science
- PHIL 1980 – Special Topics: Bioethics

**Capstone:**

- EDU 5860 – Teaching STEM

**Mathematics Concentration (8 courses):**

- MATH 1130 – Fundamental Concepts of Mathematics
- MATH 1170 – Calculus I
- MATH 1180 – Calculus II
- MATH 3410 – Mathematical Modeling
- MATH 3440 – Discrete Mathematics
- MATH 3560 – Modern Geometry

Two of the following:

- CDS 1010 – Introduction to Programming
- CDS 1020 – Introduction to Computational Data Science
- CDS 1030 – Data Visualization with R
- ECON 1200 – Big Data & Social Issues

**STEM Education Major (BS) – Physics Concentration****Education core:**

- EDU 1150 – Schools and Society (with Lab)
- EDU 1250 – Educational Psychology
- EDU 3260 – Theory to Practice (with Lab)
- EDU 3500 – Diversity and Education (with Lab)
- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7879 – Teaching Mathematics and Science in the Middle and Secondary School Part I

One of the following:

- GED 7880 – Teaching Mathematics in the Middle and Secondary School Part II (mathematics concentration)
- GED 7874 – Teaching Science in the Middle and Secondary School Part II (biology, chemistry, and physics concentrations)

**STEM core:**

Statistics (choose one):

- MATH 1200 – Statistics
- QMBE 1310 – Statistics

Environment (choose one):

- BIOL 1130 – Biodiversity and Conservation Biology (with Lab)

- BIOL 1190 – Human Impacts on Aquatic Ecology
- BIOL 1191 – Human Impacts on Aquatic Ecology (with Lab)
- ESTD 1100 – Introduction to Environmental Studies
- ESTD 1500 – Planetary Home Care Manual
- PHYS 1110 – Energy, Environment, and the Economy (with Lab)

Ethics and diversity (choose one):

- BIOL 1980 – Special Topics: Inclusive Science
- PHIL 1980 – Special Topics: Bioethics

**Capstone:**

- EDU 5860 – Teaching STEM

**Physics Concentration (8 courses):**

- MATH 1170 – Calculus I
- MATH 1180 – Calculus II
- PHYS 1230 – General Physics I (with Lab)
- PHYS 1240 – General Physics II (with Lab)
- PHYS 3540 – Modern Physics (with Lab)
- PHYS 5920 – Research Project-Based Advanced Laboratory

One of the following:

- CHEM 1130 – General Chemistry I (with Lab)
- PHYS 3200 – Energy Resources and the Environment
- PHYS 5200 – Renewable Energy

One of the following:

- PHYS 3520 – Physical Optics (with Lab)
- PHYS 3750 – Thermodynamics and Statistical Mechanics
- PHYS 3800 – Electronics and Instrumentation (with Lab)

## Minor Programs

### Education Minor

Education students may also choose to pursue a Minnesota teaching license. Interested students should seek early advising from the Teacher Education program faculty. For more information, see the Initial Licensure areas of study listed under Teacher Licensure and Pathway to the Master of Arts in Teaching.

### Education Minor Requirements

- EDU 1150 – Schools and Society (with Lab)
- EDU 1250 – Educational Psychology
- EDU 3500 – Diversity and Education (with Lab)

### Elective Courses

- Eight additional credits of electives are required. Options may include a combination of courses from across the University and ACTC as approved by Teacher Education faculty.

### Leadership Minor

The minor in leadership develops leaders who can address the complex and adaptive needs of global systems and intercultural communities. This program works across departments and sectors to guide students in applying leadership skills to real-world contexts. Students will use the knowledge from their fields or lived experiences to understand how to most effectively make the changes they want to see in the world. By pairing leadership development with their studies, students will be able to both articulate their unique contribution to the whole and be able to enact change in their communities and disciplines in equitable ways.

As a result of completing this leadership minor, students will:

- Have concrete tools for navigating complex leadership challenges
- Evaluate their own strengths, identities, and growth areas in order to increase awareness of self and its role in effective leadership
- Gain experience in leadership development of others in order to build effective teams, groups, and organizations in the future

- Have a understanding of the field of leadership, its foundational theories, and how to engage in the field of leadership on a national and global scale beyond graduation
- Demonstrate an ability to identify, define, and solve problems in inclusive and sustainable ways
- Be able to articulate specific leadership competencies to future employers and organizations

### Leadership Minor Requirements

The minor consists of four required courses and one elective, for a total of 20 credits.

- LEAD 1000 – Leadership for the Common Good
- LEAD 3000 – Critical Leadership Theory
- LEAD 3010 – Leading Across Global Systems
- LEAD 5100 – Developing Leaders

Elective Courses (choose one) – Additional courses may be approved by the program coordinator:

- INTD 3900 – Innovation
- LEAD 1010 – Leading Across Groups and Teams
- SJSC 1100 – Social Justice and Social Change

## Certificate Program

### Teaching English as a Foreign Language (TEFL)

The TEFL Certificate prepares individuals to become effective teachers of English to speakers of foreign languages. Our faculty follow an interactive and hands-on approach that enables you to discover the principles and practices of teaching English as a foreign language. During workshops and lectures, you will learn valuable and practical teaching methods and techniques. You will then apply what you learn as you and your peers work together to plan and teach lessons with a class of non-native English speakers. TEFL graduates have taught in over 50 countries around the world.

The program is available in two formats. Students are encouraged to enroll in the yearlong day program (Part I in fall term and Part II in spring term, 4 credits each). There are also 8-credit intensive evening and summer options available.

Students must apply and be accepted to the TEFL Certificate program. If you are a Hamline University undergraduate student, you must have junior or senior status at the start of the program, submit a short statement of purpose, and complete an interview with the lead faculty member, Betsy Parrish. Please email Professor Parrish for more information, [bparrish@hamline.edu](mailto:bparrish@hamline.edu).

The TEFL Certificate may be used towards the Applied Linguistics Minor with Advanced TEFL Certificate.

#### Course Requirements:

- ESL 7621 – TEFL Certificate Part I
  - ESL 7622 – TEFL Certificate Part II
- or
- ESL 7620 – TEFL Certificate Course

## Initial Teacher Licensure and Pathway to the Master of Arts in Teaching

Education students are eligible to apply their licensure credits toward Hamline's Master of Arts in Teaching program. This program allows for a seamless transition from undergraduate to graduate study. For more details about the benefits of this program and the requirements for admission, please contact the School of Education and Leadership at [education@hamline.edu](mailto:education@hamline.edu).

### Admission to the Education Program

Interested students will apply for admission to the education program during EDU 1150 – Schools and Society.

Applicants must satisfy the following criteria for admission to the program:

1. Completion of EDU 1150 – Schools and Society & Lab with a C- or better
2. Completion of EDU 1250 – Educational Psychology with a C- or better
3. Education GPA of 3.0 or higher; 2.5-2.9 considered for provisional admission
4. Cumulative GPA of 3.0 or higher; 2.5-2.9 considered for provisional admission
5. Favorable Dispositions Form from EDU 1150 – Schools and Society
6. Favorable cooperating teacher evaluation from EDU 1150 – Schools and Society LAB
7. Intake (initial advising) meeting with faculty or staff advisor
8. Registration/completion of 0-credit Lab course, GED 7801 – Intro to Advanced Teacher Thinking

### Admission to Student Teaching

Application for admission to student teaching must be made at the beginning of the term preceding student teaching. Students should complete the application process during a student teaching intake meeting as scheduled by the department and the School of Education and Leadership Office of Clinical Experience. Completing coursework does not guarantee licensure or program completion. Students must meet all of the



outlined criteria specified in the bulletin and program handbook, as well as receive approval from the teacher education faculty, to progress into the student teaching semester.

Applicants must satisfy the following criteria to student teach:

1. Formal admission to the Teacher Education Department (you will receive a letter from the department chair or authorized designee)
2. Senior standing at the time of student teaching
3. Recommendation from the faculty of the student's major department
4. Recommendation from the teacher education faculty
5. Completion of content-major coursework (CLA/HSB)
6. Completion of licensure coursework (HSEL)
7. Primary major GPA and licensure coursework GPA are both at 3.0 or above
8. GED courses for licensure must have a grade of B- or higher
9. Demonstrate readiness to student teach by meeting all SEPBTs (MN Standards of Effective Practice for Beginning Teachers)
10. If world language license is sought, a minimum score of Advanced Low on ACTFL Oral Proficiency Interview (OPI) must be attained

Students who do not meet academic GPA or letter-grade standards may have options to request exceptions to academic policies, but must initiate conversations early with their faculty advisors to learn about deadlines and procedures for submitting academic petitions.

A student whose application for student teaching is denied may either reapply when all criteria are satisfactorily met or petition the Office of Clinical Experience to reconsider the decision.

### **Grade Policy**

The cumulative GPA for all education coursework (EDU and GED) must be 3.0 or above. The cumulative GPA for content area coursework (life science, math, etc.) must be 3.0 or above. Grades in GED courses must be B- or

better to count toward the licensure program.

Exceptions to the grading policy will be considered on a case by case basis.

### **State of Minnesota Licensure Examination Requirements**

All candidates applying for a first-time Minnesota teaching license must complete the appropriate content and pedagogy MTLEs. Information regarding registration procedures, fees, and exam dates may be obtained from a faculty advisor or staff member in the teacher education program, or from the MTLE website. No one may be licensed in the state of Minnesota without passing the appropriate exams.

The Basic Skills Exam is optional. Students are encouraged to complete the Basic Skills Exam (or an equivalent), but it is not required for admission to the program or for the Tier 3 license.

Visit the MTLE website (<http://www.mtle.nesinc.com/>) for further information on testing requirements.

The cost of MTLE exams may be covered by financial aid. For questions, please contact the Financial Aid Department at 651-523-3000.

### **Initial Licensure: 5-12 Communication Arts and Literature**

#### State Testing Requirements

- MTLE: NES Essential Academic Skills Test (see your advisor for equivalents) – not required for Tier 3 license
- MTLE: Secondary Pedagogy 5-12 (sub tests 1 & 2)
- MTLE: Communication Arts and Literature 5-12 (sub tests 1 & 2)

#### Pedagogy Requirements: 5-12 Licensure

- EDU 1150 – Schools and Society (with Lab)
- EDU 1250 – Educational Psychology
- EDU 3260 – Theory to Practice (with Lab)
- EDU 3500 – Diversity and Education (with Lab)
- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7872 – Exceptionality
- GED 7888 – English Learners in the Mainstream

- GED 7802 – Preparing to Student Teach: Advising and Reflection
- GED 7050 – Student Teaching Seminar
- GED 7895 – Student Teaching Secondary 5–12

#### Methods Requirements – Communication Arts and Literature

- GED 7857 – Teaching Communication Arts and Literature in the Middle and Secondary School Part I
- GED 7870 – Teaching Communication Arts and Literature in the Middle and Secondary School Part II

#### Content Requirements – Communication Arts and Literature

Students pursuing this license area should complete an English major. The requirements for licensure are not identical to the major requirements, please see the specific content course requirements listed below.

- ENG 3020 – Literary and Cultural Theory
- ENG 3720 – Teaching Writing: Theory and Practice
- 8 credits of literature-based courses that represent a range of diverse authors, genres, time periods, and perspectives (e.g., ENG 1200, ENG 1900, ENG 3450, ENG 3530, ENG 3540, ENG 3570)
- COMM 1110 – Public Speaking
- COMM 1320 – Introduction to Critical Media Studies or COMM 3320 – Media in the Digital Age
- ESL 8100 – Linguistics for Language Teachers

#### **Initial Licensure: 5–12 Mathematics**

##### State Testing Requirements

- MTLE: NES Essential Academic Skills Test (see your advisor for equivalents) – not required for Tier 3 license
- MTLE: Secondary Pedagogy 5–12 (sub tests 1 & 2)
- MTLE: Mathematics 5–12 (sub tests 1 & 2)

##### Pedagogy Requirements: 5–12 Licensure

- EDU 1150 – Schools and Society (with Lab)
- EDU 1250 – Educational Psychology

- EDU 3260 – Theory to Practice (with Lab)
- EDU 3500 – Diversity and Education (with Lab)
- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7871 – Teaching Literacy in the Middle and Secondary School 5–12
- GED 7872 – Exceptionality
- GED 7888 – English Learners in the Mainstream
- GED 7802 – Preparing to Student Teach: Advising and Reflection
- GED 7050 – Student Teaching Seminar
- GED 7895 – Student Teaching Secondary 5–12

#### Methods Requirements – Mathematics

- GED 7879 – Teaching Mathematics and Science in the Middle and Secondary School Part I
- GED 7880 – Teaching Mathematics in the Middle and Secondary School Part II

#### Content Requirements – Mathematics

Students pursuing this license area should complete a STEM Education major or a Mathematics major. The requirements for licensure are not identical to the major requirements, please see the specific content course requirements listed below.

- MATH 1170 – Calculus I
- MATH 1180 – Calculus II
- MATH 1200 – Statistics
- MATH 3440 – Discrete Mathematics
- MATH 3550 – Foundations of Mathematics
- MATH 3560 – Modern Geometry
- MATH XXXX – elective
- MATH XXXX – elective
- MATH XXXX – elective

#### **Initial Licensure: 5–12 Social Studies**

##### State Testing Requirements

- MTLE: NES Essential Academic Skills Test (see your advisor for equivalents) – not required for Tier 3 license
- MTLE: Secondary Pedagogy 5–12 (sub tests 1 & 2)
- MTLE: Social Studies 5–12 (sub tests 1 & 2)

##### Pedagogy Requirements: 5–12 Licensure

- EDU 1150 – Schools and Society (with Lab)

- EDU 1250 – Educational Psychology
- EDU 3260 – Theory to Practice (with Lab)
- EDU 3500 – Diversity and Education (with Lab)
- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7871 – Teaching Literacy in the Middle and Secondary School 5-12
- GED 7872 – Exceptionality
- GED 7888 – English Learners in the Mainstream
- GED 7802 – Preparing to Student Teach: Advising and Reflection
- GED 7050 – Student Teaching Seminar
- GED 7895 – Student Teaching Secondary 5-12

#### Methods Requirements – Social Studies

- GED 7858 – Teaching Social Studies in the Middle and Secondary School Part I
- GED 7873 – Teaching Social Studies in the Middle and Secondary School Part II

#### Content Requirements – Social Studies

Students should complete a Social Studies major.

Specific content course requirements are listed below.

- ANTH 1160 – Introduction to Anthropology
- ECON 1100 – Principles of Economics
- ECON 1200 – Big Data & Social Issues
- HIST 1310 – Introduction to American History: 1877-Present
- HIST 3XXX – History course numbered above 3010
- HIST XXXX – Non-Western History course
- PSCI 1110 – American Government and Politics
- PSY 1330 – General Psychology
- SJSC 1110 – Society and Social Change
- One course in Human Geography or World Geography (not offered at Hamline)

Concentration Courses – Six courses in one concentration area from one of the subject areas listed above. At least one of the six courses must be at the 5000 level and at least one must be at the 3000 level. This concentration must also include the methodology course in the discipline from among the options below.

**Note:** Courses listed above are counted toward the concentration area

Methodology Course – Choose the course that matches the concentration area:

- ANTH 5260 – Anthropological Thought and Theory
- HIST 3010 – Historical Methods
- PSCI 3540 – Political Research and Analysis
- PSY 3350 – Research Methods in Psychology
- QMBE 1310 – Statistics (for economics)
- SJSC 3920 – Social Research Methods

#### Initial Licensure: 5-8 General Science

##### State Testing Requirements

- MTLE: NES Essential Academic Skills Test (see your advisor for equivalents) – not required for Tier 3 license
- MTLE: Secondary Pedagogy 5-12 (sub tests 1 & 2)
- MTLE: Middle Level Science 5-8 (sub tests 1 & 2)

##### Pedagogy Requirements: 5-8 Licensure

- EDU 1150 – Schools and Society (with Lab)
- EDU 1250 – Educational Psychology
- EDU 3260 – Theory to Practice (with Lab)
- EDU 3500 – Diversity and Education (with Lab)
- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7871 – Teaching Literacy in the Middle and Secondary School 5-12
- GED 7872 – Exceptionality
- GED 7888 – English Learners in the Mainstream
- GED 7802 – Preparing to Student Teach: Advising and Reflection
- GED 7050 – Student Teaching Seminar
- GED 7897 – Middle-Level Student Teaching 5-8

##### Methods Requirements – Sciences

- GED 7879 – Teaching Mathematics and Science in the Middle and Secondary School Part I
- GED 7874 – Teaching Science in the Middle and Secondary School Part II

##### Content Requirements – 5-8 Science

- BIOL 1510 – Integrated Concepts in Biology I (with Lab)
- BIOL 1520 – Integrated Concepts in Biology II (with Lab)

- CHEM 1130 – General Chemistry I (with Lab)
- CHEM 1140 – General Chemistry II (with Lab)
- MATH 1200 – Statistics
- PHYS 1120 – Astronomy (with Lab)
- One course in earth science

#### One year of General Physics

- PHYS 1150 – Algebra-based Physics I (with Lab)
- PHYS 1160 – Algebra-based Physics II (with Lab)  
or
- PHYS 1230 – General Physics I (with Lab)
- PHYS 1240 – General Physics II (with Lab)

### Initial Licensure: 9-12 Chemistry

#### State Testing Requirements

- MTLE: NES Essential Academic Skills Test (see your advisor for equivalents) – not required for Tier 3 license
- MTLE: Secondary Pedagogy 5-12 (sub tests 1 & 2)
- MTLE: Chemistry 9-12 (sub tests 1 & 2)

#### Pedagogy Requirements: 9-12 Licensure

- EDU 1150 – Schools and Society (with Lab)
- EDU 1250 – Educational Psychology
- EDU 3260 – Theory to Practice (with Lab)
- EDU 3500 – Diversity and Education (with Lab)
- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7871 – Teaching Literacy in the Middle and Secondary School 5-12
- GED 7872 – Exceptionality
- GED 7888 – English Learners in the Mainstream
- GED 7802 – Preparing to Student Teach: Advising and Reflection
- GED 7050 – Student Teaching Seminar
- GED 7894 – Student Teaching Secondary 9-12

#### Methods Requirements – Sciences

- GED 7879 – Teaching Mathematics and Science in the Middle and Secondary School Part I
- GED 7874 – Teaching Science in the Middle and Secondary School Part II

#### Content Requirements – Chemistry

Students pursuing this license area should complete a STEM Education major or a Chemistry major. The

requirements for licensure are not identical to the major requirements, please see the specific content course requirements listed below.

- CHEM 1130 – General Chemistry I (with Lab)
- CHEM 1140 – General Chemistry II (with Lab)
- CHEM 3240 – Analytical Chemistry (with Lab)
- CHEM 3450 – Organic Chemistry I (with Lab)
- CHEM XXXX – Chemistry course with a research component
- BIOC 3820 – Biochemistry I (with Lab)
- MATH 1200 – Statistics

#### One year of General Physics

- PHYS 1150 – Algebra-based Physics I (with Lab)
- PHYS 1160 – Algebra-based Physics II (with Lab)  
or
- PHYS 1230 – General Physics I (with Lab)
- PHYS 1240 – General Physics II (with Lab)

### Initial Licensure: 9-12 Life Science

#### State Testing Requirements

- MTLE: NES Essential Academic Skills Test (see your advisor for equivalents) – not required for Tier 3 license
- MTLE: Secondary Pedagogy 5-12 (sub tests 1 & 2)
- MTLE: Life Science 9-12 (sub tests 1 & 2)

#### Pedagogy Requirements: 9-12 Licensure

- EDU 1150 – Schools and Society (with Lab)
- EDU 1250 – Educational Psychology
- EDU 3260 – Theory to Practice (with Lab)
- EDU 3500 – Diversity and Education (with Lab)
- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7871 – Teaching Literacy in the Middle and Secondary School 5-12
- GED 7872 – Exceptionality
- GED 7888 – English Learners in the Mainstream
- GED 7802 – Preparing to Student Teach: Advising and Reflection
- GED 7050 – Student Teaching Seminar
- GED 7894 – Student Teaching Secondary 9-12

#### Methods Requirements – Sciences

- GED 7879 – Teaching Mathematics and Science in the Middle and Secondary School Part I
- GED 7874 – Teaching Science in the Middle and Secondary School Part II

#### Content Requirements – Life Science

Students pursuing this license area should complete a STEM Education major or a Biology major. The requirements for licensure are not identical to the major requirements, please see the specific content course requirements listed below.

- BIOL 1510 – Integrated Concepts in Biology I (with Lab)
- BIOL 1520 – Integrated Concepts in Biology II (with Lab)
- BIOL 3050 – Principles of Genetics (with Lab)
- BIOL 3060 – Principles of Cell Biology (with Lab)
- BIOL XXXX – Biology elective with a research component
- BIOL XXXX – Biology elective
- BIOL XXXX – Biology elective
- BIOL XXXX – Biology elective
- CHEM 1130 – General Chemistry I (with Lab)
- MATH 1200 – Statistics

#### Initial Licensure: 9–12 Physics

##### State Testing Requirements

- MTLE: NES Essential Academic Skills Test (see your advisor for equivalents) – not required for Tier 3 license
- MTLE: Secondary Pedagogy 5–12 (sub tests 1 & 2)
- MTLE: Physics 9–12 (sub tests 1 & 2)

##### Pedagogy Requirements: 9–12 Licensure

- EDU 1150 – Schools and Society (with Lab)
- EDU 1250 – Educational Psychology
- EDU 3260 – Theory to Practice (with Lab)
- EDU 3500 – Diversity and Education (with Lab)
- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7871 – Teaching Literacy in the Middle and Secondary School 5–12
- GED 7872 – Exceptionality

- GED 7888 – English Learners in the Mainstream
- GED 7802 – Preparing to Student Teach: Advising and Reflection
- GED 7050 – Student Teaching Seminar
- GED 7894 – Student Teaching Secondary 9–12

#### Methods Requirements – Sciences

- GED 7879 – Teaching Mathematics and Science in the Middle and Secondary School Part I
- GED 7874 – Teaching Science in the Middle and Secondary School Part II

#### Content Requirements – Physics

Students pursuing this license area should complete a STEM Education major or a Physics major. The requirements for licensure are not identical to the major requirements, please see the specific content course requirements listed below.

- PHYS 1230 – General Physics I (with Lab)
- PHYS 1240 – General Physics II (with Lab)
- PHYS 3540 – Modern Physics (with Lab)
- PHYS 5930 – Theoretical Mechanics
- PHYS 5XXX – Physics elective with a research component
- PHYS 5XXX – Physics elective
- CHEM 1130 – General Chemistry I (with Lab)
- CHEM 1140 – General Chemistry II (with Lab)
- MATH 1170 – Calculus I
- MATH 1180 – Calculus II
- MATH 1200 – Statistics
- MATH 3320 – Multivariable and Vector Calculus

#### Initial Licensure: Adult Basic Education

##### Pedagogy Requirements

- EDU 1150 – Schools and Society (with Lab)
- EDU 1250 – Educational Psychology
- EDU 3260 – Theory to Practice (with Lab)
- EDU 3500 – Diversity and Education (with Lab)
- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7872 – Exceptionality

##### Content Requirements – Adult Basic Education

- EDUC 7601 – Introduction to Adult Education
- ESL 7631 – Introduction to the Adult ESL Learner: Developing Reading and Writing Skills

- EDUC 7636 – Course Design for Adult Education Classes
- EDUC 7638 – Assessment in Adult Education
- EDUC 7690 – ABE Field Experience
- 2-credit elective in ESL, mathematics, or adult education

### Initial Licensure: K-12 English as a Second Language

**Note:** Students interested in an ESL license must first pass (B- or above) ESL 8100 – Linguistics for Language Teachers and petition to continue with ESL coursework.

#### State Testing Requirements

- MTLE: NES Essential Academic Skills Test (see your advisor for equivalents) – not required for Tier 3 license
- MTLE: Elementary K-6 or Secondary Pedagogy 5-12 (sub tests 1 & 2)
- MTLE: English as a Second Language K-12 (sub tests 1 & 2)

#### Pedagogy Requirements: K-12 Licensure

- EDU 1150 – Schools and Society (with Lab)
- EDU 1250 – Educational Psychology
- EDU 3260 – Theory to Practice (with Lab)
- EDU 3500 – Diversity and Education (with Lab)
- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7872 – Exceptionality
- GED 7802 – Preparing to Student Teach: Advising and Reflection
- GED 7050 – Student Teaching Seminar
- GED 7896 – Student Teaching K-12

#### Methods Requirements – ESL

- ESL 7775 – ESL Methods Part I
- ESL 7776 – ESL Methods Part II

#### Content Requirements – ESL

ESL candidates must have one year (two semesters) of college foreign language courses or two years at the high school level. Non-native English speakers are exempt as it is assumed they learned English as a second language.

- ESL 8100 – Linguistics for Language Teachers
- ESL 8110 – Language and Society

- ESL 8120 – Pedagogical Grammar and Discourse
- ESL 8130 – Exploring Learner Language and Second Language Acquisition
- ESL 7753 – Testing and Evaluation of English Language Learners
- ESL 7770 – Critical Praxis in TESOL

### Initial Licensure: K-6 Elementary

#### State Testing Requirements

- MTLE: NES Essential Academic Skills Test (see your advisor for equivalents) – not required for Tier 3 license
- MTLE: Elementary Pedagogy K-6 (sub tests 1 & 2)
- MTLE: Elementary Education K-6 (sub tests 1, 2 & 3)

#### Pedagogy Requirements: K-6 Elementary Licensure

- EDU 1150 – Schools and Society (with Lab)
- EDU 1250 – Educational Psychology
- EDU 3260 – Theory to Practice (with Lab)
- EDU 3500 – Diversity and Education (with Lab)
- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7872 – Exceptionality
- GED 7888 – English Learners in the Mainstream
- GED 7802 – Preparing to Student Teach: Advising and Reflection
- GED 7050 – Student Teaching Seminar
- GED 7885 – Student Teaching Elementary K-6

#### Content Requirements – Elementary

- GED 7835 – Teaching Art in the Elementary School K-6
- GED 7836 – Teaching Music in the Elementary School K-6
- GED 7837 – Teaching Health in the Elementary School K-6
- GED 7838 – Teaching Physical Education in the Elementary School K-6
- GED 7840 – Teaching Social Studies in the Elementary School K-6
- GED 7846 – Teaching Literacy in the Elementary School K-6
- GED 7846L – Lab: Teaching Literacy in the Elementary School

- GED 7847 – Critical and Connected Learning Approaches to Literacy Instruction
- GED 7851 – Teaching Science in the Elementary School
- GED 7852 – Teaching Math in the Elementary School
- GED 7852L – Lab: Teaching Math in the Elementary School

### **Initial Licensure: Special Education – Academic Behavioral Strategist**

#### Pedagogy Requirements

- EDU 1150 – Schools and Society (with Lab)
- EDU 1250 – Educational Psychology
- EDU 3260 – Theory to Practice (with Lab)
- EDU 3500 – Diversity and Education (with Lab)
- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7872 – Exceptionality
- GED 7888 – English Learners in the Mainstream
- GED 7802 – Preparing to Student Teach: Advising and Reflection
- GED 7050 – Student Teaching Seminar
- GED 7896 – Student Teaching K-12

#### Core Requirements – Special Education

- SPED 7930 – Special Education Evaluation and Assessment
- SPED 7940 – Special Education Legal Requirements and Ethical Considerations
- SPED 7950 – Special Education Foundations, Family and Professional Collaboration
- GED 7846 – Teaching Literacy in the Elementary School K-6
- GED 7846L – Lab: Teaching Literacy in the Elementary School

#### Content Requirements – Academic Behavioral Strategist

- SPED 7201 – Transition and Professional Planning
- SPED 7202 – Social Communication and Positive Behavior Supports
- SPED 7204 – Academic and Instructional Strategies for Learners with Mild to Moderate Disabilities

- SPED 7205 – Behavior Intervention and Mental Health

### **Initial Licensure: Special Education – Autism Spectrum Disorder**

#### Pedagogy Requirements

- EDU 1150 – Schools and Society (with Lab)
- EDU 1250 – Educational Psychology
- EDU 3260 – Theory to Practice (with Lab)
- EDU 3500 – Diversity and Education (with Lab)
- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7872 – Exceptionality
- GED 7888 – English Learners in the Mainstream
- GED 7802 – Preparing to Student Teach: Advising and Reflection
- GED 7050 – Student Teaching Seminar
- GED 7896 – Student Teaching K-12

#### Core Requirements – Special Education

- SPED 7930 – Special Education Evaluation and Assessment
- SPED 7940 – Special Education Legal Requirements and Ethical Considerations
- SPED 7950 – Special Education Foundations, Family and Professional Collaboration
- GED 7846 – Teaching Literacy in the Elementary School K-6
- GED 7846L – Lab: Teaching Literacy in the Elementary School

#### Content Requirements – Autism Spectrum Disorder

- SPED 7100 – ASD: Introduction and Overview
- SPED 7101 – Proactive Behavior Management
- SPED 7102 – Assessment: Identification and Planning for the Student with ASD
- SPED 7103 – Communication, Assessment, and Intervention for Learners with ASD
- SPED 7104 – Intervention and Strategies for Students with ASD
- SPED 7105 – Collaborative Transition Programming to Support Individuals with ASD Across Ages
- SPED 7106 – Social Cognition

# Curriculum: Online Bachelor's Degree Completion

At Hamline, we value your perspective and life experience and have customized a pathway to meet you where you are in your educational journey—whether you're finishing a degree you started years ago or transferring from a community college.

With Hamline's online degree completion program, you'll find the path that's right for you, featuring:

- A liberal arts education grounded in career-enhancing competencies such as critical thinking, collaborative problem-solving, and communications skills across platforms.
- Sought-after business and psychology majors that will give you a competitive edge.
- An array of core curriculum courses to expand your opportunities and advance your career.
- Reliable support when you need it.

## Program Format

The program is offered fully online. Courses are taught in eight-week sessions with six sessions per year (two sessions each in fall, spring, and summer semesters). See the Academic Calendars for specific session dates.

Students choose the pace that fits best with their schedule; they may enroll part-time, full-time, or alternate. Students may take up to two courses per eight-week session, and are considered full-time if enrolled in 12 or more credits across a 16-week semester.

## Degree Requirements

There are two degree options in the Online Degree Completion program:

- Bachelor of Arts (BA) in Psychology
- Bachelor of Business Administration (BBA)

A Hamline degree requires a minimum of 128 semester credits and a minimum cumulative grade point average (GPA) of 2.0. All students are required to complete a minimum of 56 credits at Hamline, including at least 16 credits within their major. Each

major has a set of required courses that must be satisfied either by taking courses through Hamline or transferring in qualifying courses.

To complete the BA degree in Psychology or the BBA degree, students must meet both the core curriculum and major requirements.

## Core Curriculum - The Hamline Plan

The "Hamline Plan" refers to the core areas in which students must demonstrate learning. These areas include effective writing, speaking and presentation, collaboration, global citizenship, facility with diversity, reasoning, critical inquiry, practice of the liberal arts (LEAP), and study in four disciplinary areas: fine arts, humanities, natural sciences, and social sciences. Students complete the Hamline Plan using a combination of transferred coursework and Hamline coursework.

All students must take the following course at Hamline:

- TSEM 3010 - Transfer Seminar

The Hamline Plan core areas are completed through a combination of transfer and Hamline coursework. The following list shows the total number of courses a student must complete in each core area, and indicates which requirements can be met by courses in the major. One course may meet requirements in more than one core area.

- Collaboration - one course (met by business or psychology major)
- Critical Inquiry - one course (met by business or psychology major)
- Diversity - two courses (at least one course met by business major, two courses met by psychology major)
- Fine Arts - two courses
- Global Citizenship - one course
- Humanities - two courses
- Liberal Education as Practice (LEAP) - one course (met by business or psychology major)
- Natural Science - two courses, one must have a lab (one non-lab course met by psychology major)



- Reasoning - one course (met by business or psychology major)
- Social Science - two courses (one course met by business major, two courses met by psychology major)
- Speaking - two courses (two courses met by business major, one course met by psychology major)
- Writing - one course during each full year at Hamline, two or three courses total (two courses met by business or psychology major)

## Major Requirements: BA in Psychology

Courses in the major may also fill Hamline Plan Core requirements. Core areas are designated below.

Program Prerequisite Course - This course is to be completed prior to beginning the program:

- PSY 1330 - General Psychology (social science)

### Psychology Core Courses

- PSY 1420 - Brain and Behavior (natural science, non-lab)
- PSY 1440 - Lifespan Development (social science)
- PSY 1480 - Psychopathology (social science)
- QMBE 1310 - Statistics (reasoning)
- PSY 3350 - Research Methods in Psychology (writing)
- PSY 3420 - Cognitive Neuroscience
- PSY 3450 - Adult Development and Aging
- PSY 3620 - Risk and Resilience
- PSY 3870 - Topics in Social and Cultural Psychology (collaboration, diversity)
- PSY 3980 - Psychology in the Public Interest (LEAP)
- PSY 5750 - Positive Psychology (critical inquiry, speaking, writing)

### Psychology Electives (two courses)

- PSY 3460 - Family Development and Dynamics (diversity)
- PSY 3640 - Theories of Psychotherapy

## Major Requirements: BBA with General Business Concentration

Courses in the major may also fill Hamline Plan Core requirements. Core areas are designated below.

### Communication Courses

- COMM 1650 - Argumentation and Advocacy (speaking)
- ENG 1800 - Introduction to Professional Writing and Rhetoric (writing)

### Business Core Courses

- ACCT 1310 - Accounting Principles I
- ACCT 1320 - Accounting Principles II
- ECON 1100 - Principles of Economics (social science)
- QMBE 1310 - Statistics (reasoning)
- QMBE 1320 - Introduction to Business Analytics (reasoning)
- FIN 3100 - Foundations of Finance
- MGMT 3100 - Foundations of Management (collaboration, speaking)
- MKTG 3100 - Foundations of Marketing
- MGMT 3130 - Business Law
- MGMT 3960 - Internship with Seminar (LEAP)
- MGMT 5860 - Strategic Management (critical inquiry, writing)

General Business Concentration (4 courses) - Choose four of the following courses. Note: Depending on electives offered, additional Hamline Plan core areas may be met by concentration courses.

- One 3000-level finance (FIN) elective
- One 3000-level international business elective (diversity)
- One 3000-level management (MGMT) elective
- One 3000-level marketing (MKTG) elective
- One 3000-level quantitative (QMBE) elective

# Curriculum: Para Pathway

## Bachelor's Degree Completion in Education

Hamline's Para Pathway program was created for those working in K-12 settings as paraprofessionals or in other educational support roles. The program allows you to complete your undergraduate degree along with the coursework required for teacher licensure in elementary, English as a second language, or special education.

### Program Highlights

- Complete your undergraduate degree and licensure completely online\* (or choose in-person options if that is more your style)
- Use your current working context in a K-12 school to complete your field experience and student teaching hours
- Only pay for what you use! No hidden fees for things you won't use as an online student (like the student workout center or student organizations)
- Jump right into your education classes -- no need to wait until your general courses are completed, we can get you into your major classes right away and help you complete your general courses as you go.
- Flexibility for your needs -- sometimes life happens and you need to step away for a semester or so. That's okay-- we make it easy to pause and come back so that you can work on school when that works for you.

\*You must start in the fall to be guaranteed a completely online schedule.

### Degree Requirements

Para Pathway students complete Hamline's core degree requirements, known as the Hamline Plan, along with the education major and their choice of concentration - elementary, English as a second language, or special education.

A Hamline Bachelor of Arts degree requires a minimum of 128 semester credits and a minimum cumulative grade point average (GPA) of 2.0. All students are required to complete at least 56 credits at Hamline. Each major has a set of required courses that must be satisfied either by taking courses through Hamline or transferring in qualifying courses, and at least 16 credits in the major must be taken at Hamline.

### Bachelor of Arts in Education - Elementary Concentration

#### Education Major Core Requirements

- EDU 1150 - Schools and Society (with Lab)
- EDU 1250 - Educational Psychology
- EDU 3260 - Theory to Practice (with Lab)
- EDU 3500 - Diversity and Education (with Lab)
- EDU 5880 - Standards of Effective Practice Project
- GED 7801 - Introduction to Advanced Teacher Thinking
- GED 7802 - Preparing to Student Teach: Advising and Reflection
- GED 7872 - Exceptionality
- GED 7888 - English Learners in the Mainstream

#### Elementary Concentration Courses (28 credits)

- GED 7835 - Teaching Art in the Elementary School K-6
- GED 7836 - Teaching Music in the Elementary School K-6
- GED 7837 - Teaching Health in the Elementary School K-6
- GED 7838 - Teaching Physical Education in the Elementary School K-6
- GED 7840 - Teaching Social Studies in the Elementary School K-6
- GED 7846 - Teaching Literacy in the Elementary School K-6
- GED 7846L - Lab: Teaching Literacy in the Elementary School
- GED 7847 - Critical and Connected Learning Approaches to Literacy Instruction
- GED 7851 - Teaching Science in the Elementary School

- GED 7852 – Teaching Math in the Elementary School
- GED 7852L – Lab: Teaching Math in the Elementary School

### **Additional Coursework Required for Elementary Licensure**

The following courses are not required for the education major, but are required for teacher licensure. They may be completed as part of the bachelor's degree, or after the bachelor's degree is awarded.

- GED 7050 – Student Teaching Seminar
- GED 7885 – Student Teaching Elementary K-6

### **Bachelor of Arts in Education – ESL Concentration**

Education Major Core Requirements

- EDU 1150 – Schools and Society (with Lab)
- EDU 1250 – Educational Psychology
- EDU 3260 – Theory to Practice (with Lab)
- EDU 3500 – Diversity and Education (with Lab)
- EDU 5880 – Standards of Effective Practice Project
- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7802 – Preparing to Student Teach: Advising and Reflection
- GED 7872 – Exceptionality
- GED 7888 – English Learners in the Mainstream

ESL Concentration Courses (20 credits) – Choose 20 credits from the following courses:

- ESL 7770 – Critical Praxis in TESOL
- ESL 7753 – Testing and Evaluation of English Language Learners
- ESL 7775 – ESL Methods Part I
- ESL 7776 – ESL Methods Part II
- ESL 8100 – Linguistics for Language Teachers
- ESL 8110 – Language and Society
- ESL 8120 – Pedagogical Grammar and Discourse
- ESL 8130 – Exploring Learner Language and Second Language Acquisition

### **Additional Coursework Required for ESL Licensure**

The following courses are not required for the education major, but are required for teacher licensure. They may be completed as part of the bachelor's degree, or after the bachelor's degree is awarded.

- The remaining 8 credits of ESL coursework listed above
- GED 7050 – Student Teaching Seminar
- GED 7896 – Student Teaching K-12

### **Bachelor of Arts in Education – Special Education Concentration**

Education Major Core Requirements

- EDU 1150 – Schools and Society (with Lab)
- EDU 1250 – Educational Psychology
- EDU 3260 – Theory to Practice (with Lab)
- EDU 3500 – Diversity and Education (with Lab)
- EDU 5880 – Standards of Effective Practice Project
- GED 7801 – Introduction to Advanced Teacher Thinking
- GED 7802 – Preparing to Student Teach: Advising and Reflection
- GED 7872 – Exceptionality
- GED 7888 – English Learners in the Mainstream

Special Education Concentration Courses

- GED 7846 – Teaching Literacy in the Elementary School K-6
- GED 7846L – Lab: Teaching Literacy in the Elementary School
- SPED 7930 – Special Education Evaluation and Assessment
- SPED 7940 – Special Education Legal Requirements and Ethical Considerations
- SPED 7950 – Special Education Foundations, Family and Professional Collaboration

### **Additional Coursework Required for Special Education Licensure**

The following courses are not required for the education major, but are required for teacher licensure. They may be completed as part of the bachelor's degree, or after the bachelor's degree is awarded. Students choose one of the special education paths listed below.

#### Special Education – Academic Behavioral Strategist

- SPED 7201 – Transition and Professional Planning
- SPED 7202 – Social Communication and Positive Behavior Supports
- SPED 7204 – Academic and Instructional Strategies for Learners with Mild to Moderate Disabilities
- SPED 7205 – Behavior Intervention and Mental Health
- GED 7050 – Student Teaching Seminar
- GED 7896 – Student Teaching K-12

#### Special Education – Autism Spectrum Disorder

- SPED 7100 – ASD: Introduction and Overview
- SPED 7101 – Proactive Behavior Management
- SPED 7102 – Assessment: Identification and Planning for the Student with ASD
- SPED 7103 – Communication, Assessment, and Intervention for Learners with ASD
- SPED 7104 – Intervention and Strategies for Students with ASD
- SPED 7105 – Collaborative Transition Programming to Support Individuals with ASD Across Ages
- SPED 7106 – Social Cognition
- GED 7050 – Student Teaching Seminar
- GED 7896 – Student Teaching K-12

## Interdisciplinary

### Concentrations

#### Behavioral Economics Concentration

Human decision-making is nuanced and complex. Over the last few decades, psychologists and economists have forged a new area of study – behavioral economics – to better understand and predict judgment and decisions. This field combines ideas and methods from economics, psychology, and neuroscience to create a more complete view of human behavior. A growing number of employers are seeking to use behavioral economics to inform their policies and practices. Insights are being applied to a wide range of contexts and industries, including health care, education, personal finance, advertising, and public policy.

In the interdisciplinary concentration in behavioral economics, students will learn core theories and methods in economics and psychology, then integrate and apply this knowledge through applied projects. Students will design field and laboratory experiments, informed by behavioral theory, and analyze data for insights. Each student will also design a research project that explores an area of judgment and behavior, tailored to their personal interests and goals. Students can pair this concentration with a BA in Psychology or a BA in Economics.

The Behavioral Economics Concentration is open to students majoring in Economics or Psychology.

#### Concentration Requirements

- ECON 1100 – Principles of Economics
- ECON 3750 – Behavioral and Experimental Economics
- ECON 3860 – Junior Seminar in Economics
- PSY 1330 – General Psychology
- PSY 1420 – Brain and Behavior
- PSY 3420 – Cognitive Neuroscience

Statistics (select one):

- MATH 1200 – Statistics
- QMBE 1310 – Statistics

One of the following:

- ECON 3200 – Judgement and Decision Making
- PSY 3200 – Judgement and Decision Making

## Forensic Psychology Concentration

The forensic psychology concentration provides a multidisciplinary approach to the study of crime, motivations for criminal behavior, and the response and use of psychology in the criminal justice and legal systems. Although a graduate degree is usually required for a career as a forensic psychologist, the concentration introduces students to foundational knowledge in criminology, psychology, and legal studies and includes an interdisciplinary senior seminar.

The Forensic Psychology Concentration is open to students majoring in Criminology and Criminal Justice, Legal Studies, or Psychology.

### Concentration Requirements

- CJFS 1120 – Crime and Justice in America
- CJFS 3750 – Theories of Criminal Behavior
- CJFS 5670 – Forensic Psychology and the Law
- LGST 1110 – Legal Systems in American Society
- LGST 3690 – Courts and Testimony
- PSY 1330 – General Psychology
- PSY 1480 – Psychopathology
- PSY 3800 – Social Psychology

Statistics (select one):

- MATH 1200 – Statistics
- QMBE 1310 – Statistics

## Public Policy Concentration

The public policy concentration educates students about public policy and helps them to develop the knowledge and skills necessary to create innovative, socially responsible solutions to the most critical issues facing society. The program forms an arc, beginning with an introduction to ethical public policy, building skills with methodology coursework, and culminating with a capstone experience in which students engage directly with a public policy issue in a semester-long applied project or internship. Students will acquire an

extensive set of skills in policy evaluation and analysis, equipping them to become agents of change to improve the quality of life for people and their communities, at home and abroad. The public policy concentration is open to students majoring in Criminology and Criminal Justice, Economics, Environmental Studies, Legal Studies, Political Science, or Public Health Science.

### Concentration Requirements

- PSCI 1200 – Introduction to Ethical Public Policy

One foundational methods course chosen from the following:

- CJFS 3140 – Research Methods and Data Analysis
- ECON 1200 – Big Data & Social Issues
- GLOB 3020 – Interdisciplinary Research Methods
- PSCI 3540 – Political Research and Analysis

Two public policy courses:

- PSCI 3660 – Public Policy Research and Analysis
- PSCI 3700 – Public Policy and Public Administration

Two electives chosen from the following – (these courses help students to engage in policy analysis or navigate political/legal systems effectively):

- CJFS 5790 – Crime Policy Evaluation
- ECON 1200 – Big Data & Social Issues (if not used above)
- ECON 3750 – Behavioral and Experimental Economics
- LGST 1300 – Legal Advocacy, Policy, and Practice
- LGST 8015 – Regulation in America
- PSCI 1110 – American Government and Politics
- PSCI 1250 – American Politics Under Investigation
- PSCI 3100 – American Constitutional Law and Political Mobilization
- PSCI 3430 – Gender Politics and Policy
- PSCI 3610 – Politics and Policy in the Asian Pacific Region
- Special topics courses as approved

Two electives chosen from the following - (these courses help students to develop expertise in specific policy areas):

- CJFS 1120 - Crime and Justice in America
- CJFS 3770 - Punishment, Corrections and Society
- ECON 1100 - Principles of Economics
- ESTD 1100 - Introduction to Environmental Studies
- ESTD 1500 - Planetary Home Care Manual
- ESTD 1850 - Campus Sustainability
- ESTD 3850 - Campus Sustainability
- ESTD 3950 - Environmental Systems and Relationships
- GLOB 3200 - Cultural Politics of Global Health
- PBHL 1100 - Introduction to Public Health
- PSCI 3020 - International Political Economy
- PSCI 3300 - Public Health Policy
- PSCI 3310 - Public Health Law
- PSCI 3410 - Food Politics and Policy

One senior capstone chosen from the following - The capstone should be completed in the student's major area and should include an applied public policy research project or internship:

- CJFS 5660 - Senior Capstone and Internship in CJFS
- ECON 5860 - Senior Seminar Economics
- ESTD 5950 - Senior Seminar: Problem Solving in Environmental Studies
- LGST 5900 - Legal Studies Practicum (Internship)
- PBHL 5950 - Senior Seminar
- PSCI 5000 - Senior Seminar
- PSCI 5100 - Senior Practicum

## Academic Pre-Programs

### Pre-Engineering

The Physics program at Hamline University has a long history of preparing students well for careers in many different fields of engineering. Students interested in a career, or furthering their education, in engineering have several options. Physics advisors assist each student in determining which path will best prepare them for their specific goals. Contact the Physics Department for more information.

### B.S. in Applied Physics with an Emphasis in Engineering

The Physics department highly recommends this path, which is intended to provide a general background that will be useful for students whether proceeding to graduate school in engineering or into industry. With assistance from their advisors, students are able to focus their course choices on their particular field of interest.

### B.S. in Physics

This was the recommended path before the Applied Physics major was established and continues to be an excellent option. Students who choose this option are also able to tailor their electives to suit their area of interest within engineering.

### B.A. in Physics paired with another major

While a B.S. degree is typically preferable, a well-chosen double major (such as mathematics or chemistry) can provide a solid foundation for a career in engineering.

### 3+2 Dual Degree Program in Physics and Engineering with Washington University

Hamline partners with Washington University in St. Louis, Missouri so students can earn a Bachelor of Arts in physics from Hamline and a Bachelor of Science in engineering from Washington University. Students attend Hamline for the first three years (on average), then attend Washington University for two more years in an engineering program. After completing the dual bachelors' degrees, students have the option to earn a

master's degree from Washington University in just one more year.

Dual degree students get the best that both universities offer. At Hamline, they have access to equipment like our state-of-the-art environmental scanning electron microscope and the opportunity to do collaborative research with faculty, getting the hands-on experience needed to determine what engineering field to pursue. At Washington University, students have all the advantages of attending a nationally recognized, world-class university. Studying in both the Twin Cities and St. Louis increases the opportunities for internships and expands professional networks.

After completing Hamline's BA in physics, students are eligible for admission at Washington University in the following engineering programs:

- Biomedical engineering
- Chemical engineering
- Computer engineering
- Computer science
- Electrical engineering
- Environmental engineering
- Mechanical engineering
- Systems science and engineering

Students interested in a master's degree after completing both bachelor's degrees can choose from the following master's programs at Washington University:

- Aerospace engineering
- Biomedical engineering
- Computer engineering
- Computer science
- Computer science and engineering
- Cybersecurity engineering
- Data analytics and statistics
- Electrical engineering
- Energy
- Environmental and chemical engineering
- Engineering management
- Information systems management
- Materials science
- Mechanical engineering
- Systems science and mathematics

For more information, visit Washington University's dual degree program website.

## Pre-Health Program

Hamline's Pre-Health program is designed for students interested in the health science professions. Hamline graduates have set an enviable record in gaining admission to top medical, dental, veterinary, pharmacy, and other professional schools nationally. The program advisors and other Hamline faculty are committed to supporting and encouraging the professional goals of all promising students who desire a career in the health professions. Advisors assist students in career planning and designing a suitable program of study. A committee consisting of faculty and staff aids students in applying to medical or other health science professional schools.

Students interested in the Pre-Health program should contact one of the program advisors early in their first semester at Hamline.

For more information about the Pre-Health program, including pre-pharmacy, pre-medical, pre-vet, pre-dental, pre-nursing, and other programs, see <https://www.hamline.edu/pre-health/>.

Advisors:

- Kathy Burleson, senior lecturer, Biology
- Rita Majerle, associate professor, Chemistry
- Irina Makarevitch, professor, Biology
- Betsy Martinez-Vaz, professor, Biology
- Bonnie Ploger, professor, Biology

## Pre-Health Program Requirements

Requirements for many post-graduate health care programs differ and students should inquire with advisors about specific course requirements for specific schools and professional training programs.

Below is a general set of requirements designed to be **guidelines** for students interested in applying to **medical schools**. It represents a standard core of undergraduate study required by most U.S. medical colleges.

- one year college math

- one year college English
- one year college biology
- two years college chemistry (general chemistry and organic chemistry)
- one year college physics
- one semester biochemistry
- upper division courses in humanities and social sciences areas

In addition, some medical colleges require a course in analytical chemistry (CHEM 3240).

Coursework in genetics (BIOL 3050) and Cell Biology (BIOL 3060) is highly recommended. A suggested four-year sequence of Hamline courses for pre-medical students is outlined below. (Note: Pre-med students planning to major in Chemistry or Biochemistry should take Math 1170 and 1180 in the first year.)

#### **First year Fall term:**

Along with the first-year seminar, students should complete:

- BIOL 1510 – Integrated Concepts in Biology I (with Lab)
- CHEM 1130 – General Chemistry I (with Lab)
- or
- CHEM 1500 – Advanced General Chemistry (with Lab) (NOTE: Pre-med students should check with the schools to which they are applying to be sure that CHEM 1500 will meet each school's general chemistry requirement.)

#### **First year Spring term:**

- BIOL 1520 – Integrated Concepts in Biology II (with Lab)
- CHEM 1140 – General Chemistry II (with Lab) (unless CHEM 1500 was completed in fall term)

#### **Second year Fall term:**

- BIOL 3040 – Principles of Physiology (with Lab) (or another elective course)
- CHEM 3450 – Organic Chemistry I (with Lab)
- MATH 1170 – Calculus I

#### **Second year Spring term:**

- BIOL 3060 – Principles of Cell Biology (with Lab)

- CHEM 3460 – Organic Chemistry II (with Lab)

And one approved statistics or mathematics course:

- MATH 1180 – Calculus II
- MATH 1200 – Statistics
- QMBE 1310 – Statistics

#### **Third year Fall term:**

- BIOC 3820 – Biochemistry I (with Lab)
- PHYS 1230 – General Physics I (with Lab) (physics option 1)
- PHYS 1150 – Algebra-based Physics I (with Lab) (physics option 2)

#### **Third year Spring term:**

- BIOL 3050 – Principles of Genetics (with Lab)
- PHYS 1240 – General Physics II (with Lab) (physics option 1)
- PHYS 1160 – Algebra-based Physics II (with Lab) (physics option 2)

#### **Fourth year Fall term:**

- Students should complete major and elective courses

#### **Fourth year Spring term:**

- Students should complete major and elective courses

#### **Choice of major**

Pre-health students may choose from any of Hamline's major fields. While many pre-health students declare a major in biology, chemistry, or biochemistry, Hamline students who combine the required pre-health coursework with a major in another area (e.g., philosophy or psychology) have been equally successful in gaining admission into medical school.

#### **Application procedure**

Application procedure differs for different pre-health programs and students talk to their pre-health advisors about the details. Below is the outline of the application process for medical schools.

Ideally, students should complete the pre-medical core of studies by the end of their third year. During late spring or summer of the third year, students take the



Medical College Admission Test (MCAT). Also at that time, students begin the process of submitting required materials to the Hamline pre-medical committee for their medical school application file. Students must select the schools to which they wish to apply, must secure 4-5 letters of reference from faculty and others, and must compose their personal statement, describing their genuine commitment to the medical profession. Success in gaining entrance to medical school is enhanced by several factors: (1) a high cumulative grade point average; (2) a high MCAT score; (3) indication of personal strengths, social and communication skills; (4) commitment toward a medical career (as evidenced by participation in medically related extracurricular and volunteer activities); and (5) strong leadership and community service in diverse areas, including activities outside of medicine. Experience working with underserved populations is highly desirable.

### **Pre-Law**

Students interested in attending law school have several options, including the Law School Early Admission (3-3) Program. For details, see the Legal Studies Department section of this *Bulletin*.

# Faculty

## Full-Time Undergraduate Faculty

Year following name is first year of appointment.

\*Indicates part-time.

### **Peggy Andrews, 2011**

Senior Lecturer, Hamline School of Business  
BA 1989 Theology/Family & Consumer Science,  
Ambassador University  
MA 1999, Human Development, St. Mary's University  
PhD 2010, Education & Human Development, University  
of Minnesota

### **Katharine Adamyk, 2022**

Assistant Professor of Mathematics  
BS 2014, Mathematics and Psychology, Gordon College  
MS 2017, Applied Mathematics, University of Colorado  
PhD 2020, Mathematics, University of Colorado

### **Jacob Appleby, 2020**

Assistant Professor of Psychology  
BA 2010, Psychology, University of Iowa  
PhD 2018, Social Psychology, University of Minnesota

### **Stephen Arnott, 2008**

Associate Professor of Legal Studies  
BA 1981, Political Science, University of Tasmania  
JD 1994, William Mitchell College of Law

### **Jerry Artz, 1977**

Professor of Physics  
BS 1965, Electrical Engineering, University of Cincinnati  
MS 1966, Electrical Engineering, Stanford University  
PhD 1974, Physics, Florida State University

### **Erik Asp, 2015**

Associate Professor of Psychology  
BA 2003, Biology and Psychology, St. Olaf College  
PhD 2012, Neuroscience, University of Iowa

### **Jeffrey Bailey, 2022**

Professor of Practice in Music  
Director of the Certificate Program in Contemporary  
Music Production  
BM 2011, Performance, McNally Smith College of Music  
MM 2017, Performance, McNally Smith College of Music

### **Allison Baker, 2015**

Associate Professor of Art  
Chair, Digital + Studio Art  
BA 2012, Gender Studies, Indiana University  
BFA 2012, Sculpture, Indiana University  
MFA 2015, Sculpture, Rhode Island School of Design

### **Letitia Basford, 2008**

Professor, Hamline School of Education and Leadership  
BA 1995, International Relations, University of Minnesota  
MA 2000, Special Education, San Francisco State  
University  
PhD 2008, Curriculum Instruction and Second  
Languages and Cultures, University of Minnesota

### **Michelle Benegas, 2015**

Associate Professor, Hamline School of Education and  
Leadership  
BA 2000, Spanish, University of Saint Thomas  
MA 2003, Education, Hamline University  
PhD 2015, University of Minnesota

### **David M. Berg, 2009**

Associate Professor, Co-Chair, Hamline School of  
Business  
BA 1981, Mathematics, St. Olaf College  
MIBS 1984, International Business Studies, University of  
South Carolina  
PhD 1998, Business Administration, University of  
Minnesota

### **Mark Berkson, 2000**

Professor of Religion  
BA 1987, Public and International Affairs, Princeton  
University  
MA 1992, East Asian Studies, Stanford University  
PhD 2000, Religious Studies, Stanford University

### **Katharine Bjork, 2002**

Professor of History  
BA 1985, English, University of California, Berkeley  
MA 1989, PhD 1998, History, University of Chicago

### **Paul Bogard, 2020**

Associate Professor of English  
BA 1989, Religion, Carleton College  
MA 2003, English, Creative Writing, University of New  
Mexico

PhD 2007, English, Literature and Environment, University of Nevada

**Bruce Bolon, 2002**

Professor of Physics

BS 1991, Physics, Southwest Missouri State University

MS 1994, Experimental Condensed Matter Physics, Iowa State University

PhD 2000, Theoretical Plasma Physics, University of Missouri-Columbia

**Stacie Bosley, 2012**

Kahlert Professor of Economics, Hamline School of Business

BBA 1994, Finance, University of Wisconsin-Madison

PhD 2001, Applied Economics, University of Minnesota

**John Brandon, 2012**

Associate Professor of Creative Writing

BA 1999, University of Florida

MFA 2001, Washington University

**Kathryn Burleson, 2009**

Senior Lecturer of Biology

BA 1999, Biochemistry, College of St. Scholastica

PhD 2004, Molecular, Cellular, Developmental Biology, and Genetics, University of Minnesota

**K. Valentine Cadieux, 2015**

Associate Professor of Anthropology

Director of Environmental Studies and Sustainability Programs

AB 1998, Visual and Environmental Studies, Harvard and Radcliffe Colleges

MA 2001, PhD 2006, Geography and Planning, University of Toronto

**Samantha Snyder Cakir, 2020**

Assistant Professor, Hamline School of Business

BA 2000, University of North Carolina-Chapel Hill

MS 2008, PhD 2011, Purdue University

**Shannon Cannella, 2015**

Senior Lecturer of Chinese Studies

Chair, Modern Languages

BA 1991, Chinese and Speech-Communication, University of Minnesota

MA 1997, PhD 2014, Modern Chinese Language and Literature, Columbia University

**Jennifer Carlson, 2006**

Associate Professor, Hamline School of Education and Leadership

BS 1991, Winona State University

MS 1998, Minnesota State University, Mankato

PhD 2001, University of Wisconsin, Madison

**George Chu, 1979**

Professor of Music

Choral Director

BA 1969, Romance Languages and Literature, Yale University

MM 1976, DM 1979, Choral Conducting, Indiana University

**David Davies, 2002**

Professor of Anthropology

BA 1991, Anthropology and East Asian Studies, Hamline University

MA 1997, PhD 2002, Anthropology, University of Washington

**Kristina Deffenbacher, 1998**

Professor of English

BA 1991, English, Carleton College

Graduate Certificate in Gender Studies 1998, University of Southern California

PhD 1998, English, University of Southern California

**Brett Devine, 2019**

Assistant Professor of Business Analytics

BS 2012, Economics, Brigham Young University

PhD 2018, Economics, Washington State University

**Leila DeVriese, 2008**

Professor of Global Studies

Director of Global Engagement Center

Director of Model United Nations program

MA 1996, Political Science, University of Toronto

PhD 2002, Political Science, Concordia University, Montreal

**Lifeng Dong, 2015**

Professor of Physics

Emma K. and Carl R. N. Malmstrom Endowed Chair in Physics

BS 1993, Mechanical Engineering, Qingdao University of Science & Technology, Shandong, China

MS 1996, Materials Science & Technology, Qingdao  
University of Science & Technology, Shandong,  
China

MS 2002, PhD 2005, Physics, Portland State University

**Laura Dougherty, 2018**

Assistant Professor of Theatre Arts

BA 1997, Theatre Arts, Drew University

MFA 2003, PhD 2010, Theatre and Performance of the  
Americas, Arizona State University

**Máel Embser-Herbert, 1995**

Professor of Sociology

BA 1978, Sociology, The George Washington University

MA 1990, Sociology, University of

Massachusetts-Amherst

PhD 1995, Sociology, University of Arizona

JD 2004, Hamline University

**Jennifer England, 2016**

Associate Professor of English

BSJ 2009, Magazine Journalism, Ohio University

MA 2011, English, The University of Dayton

PhD 2016, Rhetoric and Professional Communication,  
New Mexico State University

**Lisa Ferguson-Stegall, 2012**

Associate Professor of Biology

BA 1997, English, North Carolina State University

MS 2006, Exercise Science, The George Washington  
University

PhD 2010, Exercise Physiology, The University of Texas at  
Austin

**Kenneth Fox, 1996**

Professor, Hamline School of Business

Co-Director, Conflict Studies Program

Senior Fellow, Dispute Resolution Institute

BA, 1979, University of California, Davis

JD, 1985, Lewis and Clark Law School

**Sonal Gerten, 2019**

Instructor, Hamline School of Business

BA 1999, Economics, Johns Hopkins University

MBA 2004, Marketing, UCLA

**Kathryn Geurts, 2002**

Professor of Global Studies

BA 1984, Sarah Lawrence College

MA 1991, PhD 1998, Anthropology, University of  
Pennsylvania

**Suzanne Gikas, 2022**

Professor of Practice, Hamline School of Education and  
Leadership

BA 1984, University of Essex

MEd 2006, PhD 2013, Kent State University

**Jodi Goldberg, 2003**

Professor of Biology

BA 1989, Biology, Macalester College

PhD 1998, Immunology, Stanford University

**Janet Greene, 1998**

Professor of Music

BA 1978, Music, Smith College

MM 1982, Performance, Manhattan School of Music

DMA 1996, Performance, Rutgers University

**Sarah Greenman, 2014**

Associate Professor of Criminology and Criminal Justice

BA 2002, Psychology, Carleton College

MA 2010, PhD 2014, Criminology and Criminal Justice,  
University of Maryland

**Joshua Gumiela, 2014**

Associate Professor of Digital Media Arts

BA 2003, Radio-Television, Southern Illinois University

MFA 2011, Media Arts, Southern Illinois University

**Elizabeth Gunderson, 1980**

Professor and Dean, Hamline School of Business

Alkire Chair in International Business and Economics

BAS 1976, University of Minnesota

MBA 1981, College of St. Thomas

PhD 1991, Management, The Union Institute

**Leondra Hanson, 2008**

Associate Professor of Legal Studies

Director of Graduate Legal Education

BA 1995, Political Science, Concordia College

JD 1999, University of Minnesota

**Leif Hembre, 2001**

Professor of Biology

BA 1993, Biology, St. Olaf College

MS 1997, PhD 2001, Ecology, Evolution, and Behavior,  
University of Minnesota

**Sarah Hick, 2007**

Associate Professor, Hamline School of Education and Leadership

BA 1992, Political Science, Grinnell College

MES 1996, Ecosystem Science Management, Yale University

PhD 2008, Curriculum and Instruction in Science, University of Minnesota

**Brian Hoffman, 2002**

Associate Professor of Anthropology

BA 1983, Anthropology, Augsburg College

MA 1994, PhD 2002, Anthropology, University of Wisconsin-Madison

**Samuel Imbo, 1996**

Professor of Philosophy

Hanna Chair in Philosophy

BA 1985, Philosophy and Linguistics, University of Nairobi

MA 1990, PhD 1995, Philosophy, Purdue University

**Suda Ishida, 2002**

Professor of Communication Studies

BA 1988, English, Chiang Mai University, Thailand

MA 1996, International Communication, Macquarie University, Sydney, Australia

PhD 2002, Mass Communication, University of Iowa

**Bridget Jacques-Fricke, 2018**

Assistant Professor of Biology

Director of Neuroscience Program

BA 1998, Biology and Psychology, University of Minnesota-Morris

PhD 2008, Neuroscience, University of Wisconsin-Madison

**Catheryn Jennings, 2020**

Assistant Professor of English

BA 2009, MA 2011, Northeastern State University

PhD 2020, Michigan State University

**Susi Keefe, 2016**

Associate Professor of Biology

BA 1998, Mount Holyoke College

AM 2001, PhD 2010, Brown University

**Stephen H. Kellert, 1994**

Professor of Philosophy

BA 1985, Physics and Philosophy, Yale University

MA 1989, PhD 1990, Philosophy, Northwestern University

**Kaori Kenmotsu, 2007**

Senior Lecturer of Theatre Arts

BA 1993, Japanese and History, University of Minnesota

MFA 2002, Choreography and Performance, University of Wisconsin-Milwaukee

**Serena King, 2005**

Professor of Psychology

BA 1998, University of Michigan, Dearborn

MA 2002, PhD 2005, University of Minnesota

**Jeanne Kosieradzki, 1992\*, 1996**

Professor of Legal studies

BS 1986, Paralegal Studies, Winona State University

JD 1991, William Mitchell College of Law

**Marcela Kostihová, 2004**

Dean, College of Liberal Arts

Professor of English

BA 1998, English and German, North Central College

PhD 2004, English Literature, University of Minnesota

**Ryan P. Larson, 2022**

Assistant Professor, Criminology and Criminal Justice

BA 2014, Concordia College

MA 2018, University of Minnesota

PhD 2022, University of Minnesota

**Maria Jesus Leal, 2006**

Professor of Modern Languages and Literatures

BA 1998, English, University of Valladolid, Spain

MA 1995, Hispanic Philology, University of Valladolid, Spain

PhD 2007, Comparative Hispanic and English Linguistics, University of Valladolid, Spain

**Ryan LeCount, 2012**

Assistant Professor of Sociology

BA 2003, Indiana University

MS 2006, PhD 2014, Purdue University

**Jae Hawn Lee, 2015**

Associate Professor, Hamline School of Business

BA 2000, MA 2006, Seoul National University

MBA 2008, Brigham Young University

PhD 2015, Texas Tech University

**Joe Lewis, 2006**

Associate Professor, Hamline School of Education and Leadership

BA 1989, Grinnell College

MA 1999, University of Wisconsin-Milwaukee

EdD 2006, Columbia University Teachers College

**Curtis Lund, 2016**

Assistant Professor, Digital Media Arts

BFA 2001, Graphic Design, Iowa State University College of Design

MFA 2015, Design, University of Minnesota College of Design

**Rita Majerle, 2002**

Professor of Chemistry

BS 1978, Chemistry and Biology, University of Minnesota-Duluth

PhD 1989, Synthetic Organic Chemistry, University of Minnesota-Minneapolis

**Irina Makarevitch, 2007**

Associate Provost

Professor of Biology

BS 2000, Molecular Biology, Novosibirsk State University

MS 2002, PhD 2005, Agronomy and Plant Breeding/Plant Molecular Genetics, University of Minnesota

**Kristin Mapel Bloomberg, 2001**

Professor of Women's and Gender Studies

Endowed Chair in the Humanities

BA 1989, English and Philosophy, Hamline University

MA 1992, English, St. Cloud State University

PhD 1998, English, University of Nebraska-Lincoln

**Betsy Martinez-Vaz, 2006**

Professor of Biology

Director of Biochemistry Program

BS 1995, Chemistry, Universidad del Turabo

PhD 2001, Biochemistry, University of Minnesota

**John Matachek, 1984**

Professor of Chemistry

BA 1979, Chemistry, University of Minnesota

PhD 1984, Inorganic Chemistry, Iowa State University

**John Mazis, 2000**

Professor of History

BA 1989, MA 1993, PhD 1998, History, University of Minnesota

**Anne M. McCarthy, 2011**

Professor, Hamline School of Business

AB 1980, Economics, Georgetown University

MBA 1986, Accounting, University of Connecticut

PhD 1992, Strategic Management, Purdue University

**Austin Miller, 2018**

Assistant Professor, Hamline School of Business

BA 2010, MPP 2012, Brigham Young University

PhD 2018, Washington State University

**Paula Mullineaux, 2009**

Associate Professor of Psychology

Director of Public Health Sciences Program

BA 1998, Psychology, Indiana University Southeast

MA 2003, PhD 2006, Psychology-Brain and Cognitive Sciences Program, Southern Illinois University

**Rebecca Neal, 2015**

Associate Professor, Hamline School of Education and Leadership

Sanders Endowed Chair in Teacher Education

BS 1993, Special Education, Hampton University

MEd 1994, Special Education, College of William and Mary

PhD 2014, Special Education, Arizona State University

**Kris Norman, 2002**

Professor, Hamline School of Business

Director of Public Administration Programs

BA 1987, Political Science and Business, Hamline University

MA 1990, Public Affairs, University of Minnesota

PhD 1996, Political Science, Vanderbilt University

**Sheila O'Connor, 2012**

Professor of Creative Writing

BA 1982, English, University of Minnesota

MFA 1986, Poetry, Iowa Writers Workshop

**Alina Oxendine, 2005**

Professor of Political Science

BA 1997, International Studies, Emory University

MA 1997, Political Science, Emory University

PhD 2007, Political Science, University of Minnesota

**Binnur Ozkececi-Taner, 2008**

Professor of Political Science

BA 1998, International Relations, Middle East Technical University

MA 1999, Peace Studies, University of Notre Dame

PhD 2004, Political Science, Syracuse University

**Angela Pelster-Wiebe, 2015**

Associate Professor of Creative Writing

BA 2008, Drama and English, University of Alberta

MFA 2012, Nonfiction Writing, University of Iowa

**Richard Pelster-Wiebe, 2015\*, 2019**

Lecturer of Creative Writing

BA 2004, Philosophy and English, University of Minnesota

BA 2004, Film Studies & Film Production, University of North Carolina-Wilmington

MA 2009, PhD 2018, Film Studies, University of Iowa

**Jillian Peterson, 2015**

Associate Professor of Criminology and Criminal Justice

BA 2003, Sociology, Grinnell College

MA 2009, Social Ecology, University of California, Irvine

PhD 2012, Psychology and Social Behavior, University of California, Irvine

**Bonnie Ploger, 1995**

Professor of Biology

BA 1981, Biology, Mount Holyoke College

MS 1985, Zoology, University of Oklahoma

PhD 1992, Zoology, University of Florida

**Sharon Preves, 2001**

Professor of Sociology

BA 1991, Psychology and Sociology, Hamline University

PhD 1999, Sociology and Feminist Studies, University of Minnesota

**Dawn Quigley, 2022**

Assistant Professor, Hamline School of Education and Leadership

BA 1993, University of Minnesota

MAED 1996, University of Minnesota

PhD 2018, University of Minnesota

**Michael Reynolds, 2001**

Professor of English

BA 1989, English, St. Lawrence University

PhD 2000, English, University of Southern California

**Andrew Rundquist, 2000**

Interim Provost

Professor of Physics

BA 1993, Physics, College of St. Benedict/St. John's University

MS 1995, PhD 1998, Physics, Washington State University

**Shelly Schaefer, 2011**

Associate Professor of Criminology and Criminal Justice

BA 2000, Psychology, University of Minnesota

MA 2007, PhD 2011, Sociology, emphasis in Law, Crime, and Deviance, University of Minnesota

**Jim Scheibel, 2006\*, 2014**

Professor of Practice, Hamline School of Business

BA 1969, St. John's University

MPA 2014, University of Minnesota

**John-Mark T. Schlink, 2012**

Senior Lecturer in Studio Arts

BA 1991, Studio Arts, Hamline University

MFA 2000, University of Nebraska-Lincoln

**Nicholas Schlotter, 2002**

Associate Professor of Chemistry

BA 1974, Chemistry, Carleton College

MS 1978, Physics, Stanford University

PhD 1979, Chemistry, Stanford University

**David Schultz, 1999**

Professor of Political Science

Distinguished University Professor of Political Science and Legal Studies

BA 1980, MA 1986, SUNY Binghamton Center

MA 1982, Rutgers University

PhD 1989, JD 1998, University of Minnesota

LLM 2002, University of London

**Jermaine Singleton, 2005**

Professor of English

BA 1996, University of Illinois-Urbana Champaign

MA 1999, University of Illinois

PhD 2005, University of Minnesota

**Jamie Spaulding, 2020**

Assistant Professor of Forensic Science

Program Director, Forensic Science

BA and BS 2015, West Virginia University

MS 2017, West Virginia University

PhD 2020, Forensic Science, West Virginia University

**Chad Sponsler, 2009**

Senior Lecturer, Co-Chair, Hamline School of Business

BA 2002, MBA 2003, University of North Dakota

JD 2008, Hamline University

**Kevin Stanley, 2003\*, 2019**

Lecturer of Physics

BS 1986, Physics, University of Idaho

MS 1989, Physics, Clemson University

PhD 1997, Condensed Matter Physics, Iowa State University

**Susie Steinbach, 1996**

Professor of History

AB 1988, History and Literature, Harvard University

MA 1990, MPhil 1992, PhD 1996, History, Yale University

**Maggie Struck, 2016**

Assistant Professor, Hamline School of Education and Leadership

BA 2000, Social Justice and Peace Studies, University of St. Thomas

MA 2012, PhD 2017, Curriculum and Instruction and Literacy Education, University of Minnesota

**Ken Takata, 2006**

Associate Professor of Mathematics

BA, American Studies, Yale University

PhD, Mathematics, University of Illinois-Chicago

**Lucas Threinen, 2021**

Assistant Professor, Hamline School of Business

BS 1997, Chemical Engineering, University of Minnesota

MA 2008, PhD 2012, Economics, University of Chicago

**Rachel Tofteland-Trampe, 2018**

Assistant Professor of English

BA 2007, Communication Studies and Sociology, Concordia College-Moorhead

MA 2009, Communication Studies, New Mexico State University

PhD 2017, Rhetoric and Scientific and Technical Communication, University of Minnesota-Twin Cities

**Julius (Jeff) Turner, 2002**

Professor of Theatre Arts

BA 1984, English, Centre College

MA 1986, Theatre: Critical Studies, University of California-Los Angeles

MA 1991, Educational Counseling, Appalachian State University

PhD 2000, Theatre Studies, University of Colorado

**Katrina Vandenberg, 2013**

Associate Professor of Creative Writing

BFA 1992, French and Creative Writing, Bowling Green State University

MFA 1997, Poetry, University of Arkansas

**Nancy Webber, 2008**

Senior Lecturer, Hamline School of Business

Director of Undergraduate Studies

BS 2002, Accounting, University of Minnesota

MBT 2004, University of Minnesota

**Jasper Weinburd, 2022**

Assistant Professor of Mathematics

BA 2013, Mathematics, Bard College

MS 2016, Mathematics, University of Minnesota – Twin Cities

PhD 2019, Mathematics, University of Minnesota – Twin Cities

**Linnette Werner, 2019**

Associate Professor, Hamline School of Education and Leadership

Associate Dean, College of Liberal Arts

BS 1995, University of Wisconsin-Eau Claire

MA 1998, PhD 2001, University of Minnesota

**Jennifer Will, 2018**

Assistant Professor of Legal Studies

BA 1990, Hope College

JD 1994, University of Michigan Law School

**Andrew Wykes, 2001**

Professor of Studio Arts

Surrey Diploma in Foundation Art and Design 1979, Richmond upon Thames College, London

BFA 1982, Painting, Epsom School of Art and Design, University of London

MFA 1997, Painting, American University

**Yali You, 1996**

Professor of Music



BA 1984, Cello Performance, Shanghai Conservatory of Music

MM 1987, Cello Performance, Cello Performance Certificate, 1988, Northwestern University

DMA 1996, Cello Performance, University of Cincinnati

**Zhenqing Zhang, 2012**

Associate Professor of Political Science

BA 1998, English/Diplomacy, Foreign Affairs College, Beijing China

MA 2001, International Studies, Foreign Affairs College, Beijing China

PhD 2011, Political Science, University of Minnesota

## Professors Emeriti

Year following name is first year of appointment.

\*Indicates part-time.

**Hossein Akhavi-Pour, 1982\*, 1988–2020**

Professor Emeritus of Business

BA 1969, Faculty of Law, University of Tehran

MA 1975, PhD 1980, Economics, Kansas State University

**Rees Allison, 1970–2013**

Professor Emeritus of Music

LRAM 1963, GRSM 1964, Recital Diploma

1965, Royal Academy of Music, London

MM 1978, Washington University, St. Louis

PhD 1970, Washington University, St. Louis

**Gary Anderson, 1958–1997**

Professor Emeritus of Mathematics

BA 1956, Concordia College

MA 1958, University of Nebraska

**George Appel, 1966–1989**

Associate Professor Emeritus of English

BS 1951, Northwestern University

MA 1960, PhD 1973, University of Minnesota

**Aida Audeh, 2002–2021**

Professor Emeritus of Art History

BA 1985, Philosophy and Psychology, Cornell College

JD 1988, University of Iowa College of Law

MA 1995, PhD 2002, Art History, University of Iowa

**Andrea Bell, 1991–2022**

Professor Emeritus of Spanish

BA 1982, Foreign Languages and Literature: Spanish and German, Whitman College

MA 1984 and 1985, Spanish and Latin American Studies, Stanford University

PhD 1991, Spanish, Stanford University

**Colleen Bell, 1990–2020**

Professor Emeritus of Women's Studies and Conflict Studies

Certificate in Dispute Resolution, 1998, Hamline University

BS 1975, Child Development, Iowa State University

MS 1979, Child and Family Studies, University of Wisconsin-Madison

PhD 1986, Educational Policy Studies, University of Illinois-Urbana-Champaign

**Walter Benjamin**, 1966–1994

Professor Emeritus of Religion

BA 1950, Hamline University

BD 1953, Garrett Theological Seminary

PhD 1957, Duke University

**Walter Blue**, 1971–2008

Professor Emeritus of French

BA 1963, Muhlenberg College

MA 1965, Rice University

PhD 1975, Yale University

**Mary Bochnak**, 1990–2013

Professor Emeritus of Accounting

BS 1972, University of Minnesota

MBA 1976, University of Minnesota

PhD 1982, University of Minnesota

**Jim Bonilla**, 1996 –2013

Professor Emeritus of Conflict Studies

BSE 1976, State University of New York

MA 1986 University of Massachusetts

EdD 1992 University of Massachusetts

**Duane Cady**, 1974–2011

Professor Emeritus of Philosophy

BA 1968, Hamline University

MA 1970, PhD 1971, Brown University

**Russell Christensen**, 1987–2013

Professor Emeritus of German

BA 1966, Carleton College

MA 1969, PhD 1988, University of Minnesota

**Diane Clayton**, 1978–2013

Professor Emeritus

Co-Director, Bush Library

BA 1973, Macalester College

MA, MALS 1978, University of Wisconsin-Madison

**Cynthia Cone**, 1973–2002

Professor Emeritus of Anthropology

BA 1956, MA 1971, PhD 1976, University of Minnesota

**Verna Corgan**, 1989–2017

Professor Emeritus of Communication Studies

BA 1984, University of Minnesota

MA 1986, University of Minnesota

PhD 1992, University of Minnesota

**Clifford Creswell**, 1962–1999

Professor Emeritus of Chemistry

BS 1958, Franklin and Marshall College

PhD 1962, Northwestern University

**F. Garvin Davenport**, 1966–2006

Professor Emeritus of English

BA 1961, Grinnell College

MA 1963, PhD 1967, University of Minnesota

**Dorothee Dietrich**, 1990–2020

Professor Emeritus of Psychology

BA 1984, Psychology, California State

University-Humboldt

MA 1987, PhD 1990, Psychology, University of

Wisconsin-Madison

**Veena Deo**, 1991–2020

Professor Emeritus of English

BA 1969, English, Fergusson College

MA 1971, English, University of Poona

PhD 1989, English, University of Kentucky

**Verne Dusenbery**, 1992–2017

Professor Emeritus of Anthropology

AB 1973, Stanford University

AM 1975, University of Chicago

PhD 1989, University of Chicago

**Michael Farris**, 1987\*, 1988–2021

Professor Emeritus of Biology

BS 1978, Botany, Miami University

MS 1981, Botany, Ohio State University

PhD 1985, Biology, University of Colorado

**Mary Gotz**, 1976–1995

Professor Emeritus of Education

BA 1958, College of St. Catherine

MA 1964, Notre Dame University

**Robert Kim Guenther**, 1977–2013

Professor Emeritus of Psychology

BA 1970, University of Illinois

MA 1973, San Diego State University

PhD 1977, University of California-Santa Barbara

**Arthur Guetter**, 1987–2022

Professor Emeritus of Mathematics

BA 1981, Mathematics, Macalester College

MA 1983, PhD 1987, Mathematics, Northwestern University

**James Hagen**, 2008–2018

Professor Emeritus of Business

AB 1974, University of Michigan

MS 1988, University of Minnesota

PhD 1997, University of Illinois

**John Harrigan**, 1969–1999

Professor Emeritus of Political Science

BS 1961, Loyola University

MA 1962, University of Chicago

PhD 1970, Georgetown University

**David Hudson**, 1989\*, 1999–2021

Professor of English

BA 1979, English and Journalism, University of Minnesota

MA 1987, PhD 1994, English, University of Minnesota

**Donovan Hull**, 1969–1996

Professor Emeritus of Religion

BA 1952, University of Kansas

BD 1955, STD 1970, Garrett Theological Seminary

**Margaret Jensen**, 1979–2013

Professor Emeritus of Sociology

Honors BA 1971, McMaster University

MA 1974, McMaster University

PhD 1980, McMaster University

**Paul Jessup**, 1988–2008

Professor Emeritus of Management and Economics

BA 1963, MA 1983, University of Oxford

AM 1963, Harvard University

BS 1960, PhD 1966, Northwestern University

**Vivian Johnson**, 1996–2020

Professor Emeritus of Education

BA 1974, University of Colorado

MAT 1980, Monmouth College

MS 1986, PhD 1988, University of Oregon

**Steven Jongewaard**, 1975–2012

Professor Emeritus of Education

BA 1969, University of Minnesota–Duluth

MEd 1971, PhD 1981, University of Minnesota

**Richard C. Kagan**, 1973–2005

Professor Emeritus of History

BA 1960, MA 1963, University of California–Berkeley

PhD 1969, University of Pennsylvania

**Deborah Keenan**, 1988\*, 1995–2017

Professor Emeritus of Creative Writing

BA 1974, Macalester College

**Jenny Keil**, 1995–2016

Professor Emeritus of Management

BBA 1986, University of Michigan

MBA 1992 University of Kansas

PhD 1999 University of Kansas

**Carol Kelly**, 1973–1996

Professor Emeritus of Music

BM 1958, Eastman School of Music, University of Rochester

MM 1960, Indiana University

**Martin Knight**, 1973–2014

Professor Emeritus of Physical Education

BS 1969, MA 1972, PhD 1988, University of Minnesota

**Jerry Krause**, 1999–2015

Professor Emeritus of Criminal Justice

BS 1978, Mankato State University

JD 1984, University of Wisconsin Law School

**Leonardo Lasansky**, 1972–2013

Professor Emeritus of Studio Arts & Art History

BGS 1971, MA 1972, MFA 1972, University of Iowa

**Carolyn Levy**, 1994\*, 1999–2017

Professor Emeritus of Theatre Arts

AB 1973, Cornell University

MFA 1976, University of Wisconsin–Madison

**Bill Lindquist**, 2008–2020

Professor Emeritus of Education

BA 1976, Augsburg College

MA 1993, University of Saint Thomas

PhD 2001, University of Minnesota

**James Lynskey**, 1965–1987

Professor Emeritus of Political Science

BS 1956, University of Maryland

MA 1960, PhD 1966, University of Minnesota

**Ann Mabbott**, 1995–2018

Professor Emeritus of Education

BA 1973, College of Wooster

MA 1974, University of Wisconsin–Madison

PhD 1995, University of Minnesota

**Martin Markowitz**, 1973–2013

Professor Emeritus of Sociology

BA 1967, Hofstra University

MA 1970, PhD 1972, State University of New York–Stony  
Brook

**Presley Martin**, 1996–2016

Professor Emeritus of Biology

BS 1971, Indiana University

PhD 1978, Johns Hopkins University

**Jane McPeak**, 1999–2016

Professor Emeritus of Public Administration

BA 1969, St. Mary's College

JD 1977, William Mitchell College of Law

**Lewis Messenger, Jr.**, 1984\*, 1988–2018

Professor Emeritus of Anthropology

BA 1971, Hiram College

MA 1975, Universidad De Las Americas

PhD 1984, University of Minnesota

**Navid Mohseni**, 1989–2017

Professor Emeritus of Sociology

BS 1978, Tehran Business College

MA 1981, PhD 1990, University of Kentucky

**Charles (Dick) Moyer**, 1958–1994

Professor Emeritus of English

MA 1951, University of Chicago

PhD 1959, University of Kansas

**Richard Mulkern**, 1962–1989

Professor Emeritus of Physical Education

BS 1948, MA 1949, University of Minnesota

**Nadine Myers**, 1979\*, 1990–2005

Professor Emeritus of Mathematics

BS 1967, Bemidji State University

MS 1969, PhD 1971, University of Iowa

**Susan Thurston Myster**, 1990\*, 1996–2020

Professor Emeritus of Anthropology

BA 1984, Anthropology, Hamline University

MA 1989, Bioarchaeology, University of Tennessee

PhD 2001, Forensic Anthropology, University of  
Tennessee

**Barbara H. O'Connell**, 1980–2011

Professor Emeritus of Anthropology

BA 1969, University of Michigan

PhD 1983, Northwestern University

**Faith O'Reilly**, 1989–2008

Professor Emeritus of Legal Studies

BS 1974, Western Carolina University

JD 1982, Drake University Law School

**Mark Olson**, 1994\*, 1997–2019

Professor Emeritus of English

BA 1977, English and Philosophy, University of Wisconsin,  
LaCrosse

MA 1981, PhD 1999, English, University of Minnesota

**Matthew Olson**, 1977–2018

Professor Emeritus of Psychology

BA 1973, University of California–Davis

PhD 1977, University of Michigan

**Patricia Palmerton**, 1985–2017

Professor Emeritus of Communication Studies

BA 1972, Macalester College

MA 1979, University of Minnesota

PhD 1984, University of Minnesota

**Robin Hornik Parritz**, 1992–2020

Professor Emeritus of Psychology

BA 1983, Psychology, Brandeis University

PhD 1989, Clinical Psychology, University of Minnesota

**Joseph Peschek**, 1987–2022

Professor Emeritus of Political Science

BA 1974, Political Science, University of  
Washington–Seattle

PhD 1984, Political Science, University of  
Massachusetts–Amherst

**George Redman**, 1976–2012

Professor Emeritus of Education

BA 1963, Hamline University

MA 1965, PhD 1975, University of Minnesota

**Tamara Goldstein Root, 1970–2006**

Professor Emeritus of French

BA 1963, University of Toronto

MA 1966, PhD 1970, University of Illinois

**Ioannis Roussos, 1990–2022**

Professor Emeritus of Mathematics

BS 1977, Mathematics, University of Athens

MS 1982, PhD 1986, Mathematics, University of Minnesota

**Andreas Schramm, 1995–2021**

Professor Emeritus of Education

MA 1985, University of Freiburg

MA 1993, PhD 1998, University of Minnesota

**Larry Sutin, 1993–2013**

Professor Emeritus of Creative Writing

BA, University of Michigan

JD, Harvard University

**Kathy Thomsen, 1988\*, 1996–2020**

Professor Emeritus of Music

License in Dalcroze Eurhythmics, Longy School of Music,  
2003

BA 1976, Music, Hamline University

MM 1980, Piano Performance, University of Michigan

DMA 2000, Piano Performance, University of Minnesota

**Karen Vogel, 1989–2016**

Professor Emeritus of Political Science

BA 1980, Pitzer College

MA 1982, PhD 1986, University of Oregon

**William Wallace, 1986–2021**

Professor Emeritus of Theatre Arts

Designer and Technical Director of Theatre

BA 1972, Speech/Theatre and English, Concordia  
College, Illinois

MFA 1981, Design and Technical Theatre, University of  
Minnesota

**Barbara Younoszai, 1964\*, 1965–2013**

Professor Emeritus of Spanish and Latin American  
Studies

BA 1955, MA 1962, University of California–Berkeley

PhD 1971, University of Minnesota

**Nurith Zmora, 1993–2022**

Professor Emeritus of History

BA 1974, History and International Relations, Hebrew  
University of Jerusalem

MA 1983, American Studies, Hebrew University of  
Jerusalem

MA 1985, History, Johns Hopkins University

PhD 1990, American History, Johns Hopkins University

# Courses

## **ACCT 1310 – Accounting Principles I**

Goals: To introduce students to the recording process used to develop the income statement and balance sheet as well as to accounting information systems and internal controls used by corporations for the detection of fraud.

Content: The foundations of financial and managerial accounting are designed to be taken as two sequential courses. In this first course, students will gain an in-depth exposure to inventory, receivables, plant assets and current, as well as long-term liabilities. As an alternative entity form to corporations, the course also examines accounting for partnerships. It is highly recommended that students take Accounting Principles II upon completion of this course.

Credits: 4

## **ACCT 1320 – Accounting Principles II**

Goals: To further students' financial reporting knowledge with shareholders' equity, investments and the Statement of Cash Flows.

Content: This is the second course in the Accounting Principles series and builds on knowledge gained in the first course. To reinforce the topics of financial accounting, students are given the opportunity to use their knowledge to perform financial statement analysis. The course continues with managerial accounting which gives students the opportunity to learn the various methods used to cost out goods and services: job order, process costing, variable costing and standard costing. A focus on cost behavior, budgeting and internal decision making will give the student the opportunity to develop practical skills applicable to all business majors.

Prerequisite: ACCT 1310 (grade of C- or better)

Credits: 4

## **ACCT 3010 – Intermediate Accounting I**

Goals: Exposes students to the financial reporting system providing information for global resource allocation decisions embodied in U.S. Generally

Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS).

Content: This course is first in a two part sequence, and focuses on the asset side of the balance sheet. Topics include the review of the basic financial statements, time value of money, receivables, property, plant and equipment, and intangibles.

Prerequisite: ACCT 1310 (grade of C- or better)

Credits: 4

## **ACCT 3020 – Intermediate Accounting II**

Goals: Building on the knowledge students gained in ACCT 3010, this second course in a two part sequence focuses on the liability and shareholders' equity side of the balance sheet.

Content: Topics include current liabilities, bonds, leases, deferred taxes, pensions and investments, as well as an in-depth look at the statement of cash flows.

Prerequisites: ACCT 1320 and ACCT 3010 (grades of C- or better)

Credits: 4

## **ACCT 3030 – Cost Accounting**

Goals: An expansion of ACCT 1320, this course uses the principles and techniques used to account for and analyze costs incurred to produce goods or services.

Content: Topics include job order, process, standard and variable costing techniques, in addition to cost-volume-profit relationships and budgeting techniques to forecast costs. Emphasis is placed on decision making using the various costing techniques.

Prerequisite: ACCT 1320 (grade of C- or better)

Credits: 4

## **ACCT 3040 – Securities and Exchange Commission (SEC) Regulations and Reporting**

Goals: Upon completion of this course, a student should be able to:

- Explain the origin and structure of the SEC and its role in standard setting
- Describe the SEC's Integrated Disclosure System, including Regulation S-X and S-K

- Discuss the Securities Act of 1933 and the Securities Exchange Act of 1934
- Discuss the process of taking a company public, including preparation and filing of a registration statement
- Describe the basic filings under the 1934 Act and requirements of shareholder communications

Content: The course presents a history of the federal securities laws in the U.S., including the Securities Act of 1933, the Securities Exchange Act of 1934, the Sarbanes-Oxley Act of 2002, the origin of Regulations S-X and S-K, and the development of MD&A. It allows students to place corporate governance, financial reporting, Securities and Exchange Commission (SEC) rules and regulations and Public Company Accounting Oversight (PCAOB) standards into a coherent context and framework.

Prerequisite: ACCT 3010 with a grade of C- or better

Credits: 4

### **ACCT 5020 – Federal Taxation**

Goals: The theory and practical application of federal income tax for individuals, partnerships and corporations under the laws enacted in the Internal Revenue Code.

Prerequisite: ACCT 1320 or LGST 1110 (grades of C- or better)

Credits: 4

### **ACCT 5030 – Advanced Accounting**

Goals: Advanced topics in accounting which include mergers and acquisitions, consolidated statements for a parent and subsidiary, foreign exchange, partnerships and bankruptcy.

Content: Students will also gain exposure to non-profit and governmental accounting.

Prerequisite: ACCT 3020 (grade of C- or better)

Credits: 4

### **ACCT 5040 – Auditing**

Goals: A study of the methods used to improve the quality of information for decision makers. Reliability of

financial statements is essential for markets to function efficiently.

Content: This course covers the processes and controls used to manage and operate businesses, assertions and agreements made to third parties, and regulatory compliance.

Prerequisite: ACCT 3020 (grade of C- or better)

Credits: 4

### **ANTH 1160 – Introduction to Anthropology**

Goals: To introduce the approaches and perspectives of the anthropological study of human beings. To survey the ways human cultures shape and are shaped by historical, environmental, biological and social forces. To introduce the importance of context in social research.

Content: Introduces key concepts, basic content, approaches and key questions of sociocultural anthropology, archaeology, biological anthropology and linguistic anthropology. Provide students with a working knowledge of categories of key anthropological vocabulary, research orientations and practices.

Consistent with the anthropology department's commitment to high impact, experiential learning, this class includes regular field exercises requiring students to apply class content outside of the classroom.

Taught: Annually, both semesters

Credits: 4

### **ANTH 1200 – Introduction to Field Methods in Archaeology**

Goals: To introduce the methods and theory of field archaeology as part of an on-site excavation project.

Content: Varies depending on type of site being excavated. Basic techniques covered include survey, mapping, record keeping, excavation and field conservation.

Taught: Annually, summer term

Credits: 4

### **ANTH 1500 – Planetary Home Care Manual**

Crosslisted: Also listed as ESTD 1500

Goals: This course considers the conditions that make it possible for people -- and societies, and our more-than-human neighbors -- to live together on Earth in the longer term. Surveying the conditions of global crises such as climate change and environmental injustices, as well as exploring how those crises make us feel and treat each other, our readings, discussions, and in-class collaborative projects help us understand what it will take to care for the Earth as home as we move together into the future.

Content: We explore socio-cultural, economic, and political relationships from the perspectives of Anthropology and Environmental Studies to better understand how we have arrived, globally, at profound disparities in wealth, health, life expectancy, population density, and access to opportunity and hope. In contrast, we explore global grocery chains and land commons projects to understand how people are rebuilding these systems, and to practice creating and sharing instructions for "planetary home care." Drawing broadly on contemporary literature from geography, economics, political science, rural sociology, anthropology, and Afro- and Indigenous futurisms, this course helps prepare students to grapple with some of the more challenging issues of our post-colonial world, with its global division of labor, cultures of consumption-as-self-soothing, differential poverty and privilege, intellectual property battles, increasing systemic instabilities in the face of climate crisis and pandemics, and social responses to global connectivity. Course comes with Planetary playlist.

Credits: 4

### **ANTH 1530 – Human Evolution (with Lab)**

Goals: To understand the process of biological evolution and the evolution of the human species.

Content: Study of evolutionary theory, population genetics, comparative primate anatomy and behavior, evolution of social behavior, fossil evidence for primate and hominid evolution, origins of bipedalism, tools.

Taught: Annually

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **ANTH 3030 – Topics in Sociocultural Anthropology**

Goals: To study specialized topics in the subdiscipline of sociocultural anthropology. While intended primarily for anthropology majors or those interested in majoring in anthropology, these topics courses welcome interested students from other disciplines

Content: Focus varies. While the specific topic of the course varies from year to year, ANTH 3030 focuses on studying humans as social and cultural beings. The approaches that sociocultural anthropologists take to the study of human beings are many, varied and occasionally contentious. With this in mind, this course will take up a specific topic and examine it using various approaches—emphasizing the ways that humans make, remake and represent meanings and behaviors in social and cultural contexts. The class will discuss anthropological approaches to research and the ethnographies that sociocultural anthropologists typically produce.

Taught: Annually, Fall semester

Credits: 4

### **ANTH 3040 – Topics in Archaeology**

Goals: To study topics in the subdiscipline of archaeology. Intended primarily for anthropology majors or those interested in majoring in anthropology.

Content: Focus varies. While the topic covered in this course may vary from year to year, all versions of ANTH 3040 will provide students with an understanding of archaeological method and theory including how archaeologists study landscapes, settlement patterns, and material remains to understand human history and human culture. Instructors will use a case-study approach (i.e. pre-contact North American archaeology, historical North American archaeology, or archaeology of the modern world) to help students understand the nature of human variation and diversity as culturally, biologically, linguistically, historically, and geographically situated. As part of this course students will develop writing and research skills such as writing a



literature review, an annotated fiction, and a heritage preservation proposal. Recent example: North American Archaeology.

Taught: Annually, Fall semester

Credits: 4

### **ANTH 3050 – Topics in Linguistic Anthropology**

Goals: To study topics in the subdiscipline of linguistic anthropology. Intended primarily for anthropology majors or those interested in majoring in anthropology and/or minoring in linguistics.

Content: Focus varies. While the topic of this course may vary from year to year, all variations of ANTH 3050 will introduce students to the anthropological study of human language in its sociocultural context. We will explore the social and cultural dimensions of language in general and (a) language(s) in particular. Key concepts include language as system, language as performance, semiotic mediation, social context, indexicality, and language ideology. Some readings are theoretical, others ethnographic, drawn from a variety of speech communities and communities of practice around the world. Writing assignments range from sociolinguistic field observations and autobiographies to book reviews and analytical essays. Recent example: Language, Culture, and Society.

Taught: Annually, Spring semester

Credits: 4

### **ANTH 3060 – Topics in Biological Anthropology**

Goals: To study topics in the subdiscipline of biological anthropology. Intended primarily for anthropology majors or those interested in majoring in anthropology.

Content: Focus varies. While the topic of this course may vary from year to year, all variations of ANTH 3060 will explore the complexity of the relationship between biology and culture and the impact of culture change on human biology. Biological anthropologists believe that human biology must be understood in the context of the associated culture. With this in mind, a variety of different methods and theories will be introduced during the class to provide a framework from which to interpret and explain human behavior practiced by

human societies in the past and present. As part of this course, students will develop oral communication skills commonly engaged in by biological anthropologists including presentational speaking at an academic conference (a mock conference with 3 – 4 presenters, a moderator, and question/answer session), group discussion of published literature, and proposal presentation to affiliated interested parties, i.e. descendant community members and governmental agencies. Recent example: Bioarchaeology.

Credits: 4

### **ANTH 3100 – Principles of Archaeology**

Goals: To understand principles of archaeology--the varying ways archaeologists recover, analyze, and interpret information about the past. To gain proficiency in general scientific practices, reading archaeological literature, and grant writing. To consider ethical and practical issues in the management of cultural resources, such as why preserve heritage sites, and how to balance the sometimes conflicting views, voices, and histories found in our contemporary world.

Content: Archaeologists are "time detectives" sifting through the material traces of past lives in order to better understand human behavior and human history. Using films, slides, artifacts, and readings, this course focuses on current methods and theories used in American archaeology. Students apply their knowledge by writing a research design as a final project.

Taught: Alternate years

Prerequisite: ANTH 1160

Credits: 4

### **ANTH 3120 – Experimental Archaeology**

Goals: To teach students advanced archaeological theory and laboratory methods. Students, working in teams, will design and implement research projects in ethnoarchaeology and/or experimental archaeology.

Content: One of the principal challenges faced by archaeologists wanting to learn about past human cultures is how to study the behavior of humans whom we cannot directly observe, but only understand through the physical clues they left behind.

Ethnoarchaeology and experimental archaeology are two powerful tools that help archaeologists meet this challenge. Ethnoarchaeology, observing contemporary human behavior, and experimental archaeology, research that replicates under controlled conditions, behavior of interest, provide insight into the relationships between specific human actions and the archaeological evidence of these actions. The content of this course will include readings extracted from classic examples of experimental and ethnoarchaeological research. We will also engage in advanced laboratory analyses in order to identify specific research questions that students wish to address through their own experimental or ethnoarchaeological research project. Students who have taken an archaeological field methods or laboratory methods course are strongly encouraged to register.

Taught: Alternate years

Prerequisite: ANTH 1160 or instructor permission

Credits: 4

### **ANTH 3130 - Excavating Hamline History**

Goals: To have students participate as part of an interdisciplinary team excavating a historic site on or near campus. This archaeological excavation is part of research focused on the early history of "Hamline Village." It is also a public archaeology project with the goal of involving people from throughout the local community including Hancock Elementary students, neighborhood residents, and University alumni.

Content: Students learn basic archaeological field and laboratory methods, principles of historic archaeology, and anthropological approaches to material culture studies through readings and lectures, but primarily through participation. This course emphasizes archaeology as a holistic discipline linking the humanities, fine arts, social sciences, and natural sciences. Students help provide this interdisciplinary perspective by contributing to the overall research, educational, and public archaeology goals through individual and collaborative projects.

Please note that this is a lab course. Lab meetings are built into the course schedule and students do not need to register for a separate lab section.

Taught: Alternate years

Prerequisite: Instructor permission

Credits: 4

### **ANTH 3210 - Advanced Field Methods in Archaeology**

Goals: To gain additional competence in, and advanced theoretical understanding of, the field methods in archaeology.

Content: Students learn how to map using an alidade or transit and are trained in field photography, flotation techniques, soil sampling and planning excavation strategy.

Taught: Annually, summer term

Prerequisite: ANTH 1200

Credits: 4

### **ANTH 3220 - Laboratory Techniques in Archaeology (with Lab)**

Goals: To introduce laboratory methods in archaeology.

Content: Basic laboratory techniques including accessioning procedures, artifact analysis, preservation techniques and a basic introduction to cartography, photography and faunal/floral analysis.

Taught: Alternate years

Prerequisite: ANTH 1160

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **ANTH 3300 - Ethnographic Research Methods**

Goals: This course surveys the variety of ethnographic research methods and techniques used by anthropologists. It builds on the foundation of the fieldwork exercises introduced in introduction to anthropology through a much more detailed examination of the work anthropologists do and the nature of the data they collect.

Content: This course will cover both the practical aspects of actual ethnographic research—the methods

and skills of anthropological fieldwork—and review theoretical examinations and critiques of the work anthropologists do. We will discuss formulating research questions, writing a research proposal and collecting data in sociocultural contexts (through, for example, written fieldnotes, interviews, observations, translation, visual techniques and archival research.) We will also read some outstanding ethnographies.

Taught: Alternate years, fall semester

Prerequisite: ANTH 1160 or instructor permission

Credits: 4

### **ANTH 3370 - Minnesota Archaeology**

Goal: To study the 10,000-year history of the peoples and cultures of what is now Minnesota, with special emphasis on American Indian history from glacial times through the European invasion and the treaty period of the 1800s.

Content: Examination of changing perceptions of American Indian history. Material culture is examined in relationship to environment and life ways. The role of the world view and spirituality in harmonizing lifestyle with the environment.

Taught: Alternate years

Prerequisite: ANTH 1160

Credits: 4

### **ANTH 3440 - Human Osteology and Skeletal Identification (with Lab)**

Goals: To develop a basic knowledge of human osteology, including human bone identification and human functional anatomy. To understand the methods and techniques for skeletal identification and for the reconstruction of life histories from bone that may be applied in both recent forensic and ancient archaeological contexts.

Content: Human osteology, functional anatomy, bone biology, techniques for determination of age-at-death, sex, stature and for identifying skeletal indicators of biological affinity, trauma, disease and general health. A case study approach leads to the production of a forensic or osteobiographical report on a set of skeletal remains.

Taught: Annually

Prerequisite: ANTH 1160 or instructor permission

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **ANTH 3500 - Forensic Anthropology**

Goals: This course will introduce students to the scope of knowledge, theories, and skills forensic anthropologists bring to forensic death investigations. Students will develop and practice problem solving and critical thinking through close observation, evidence analysis, and presentation of results through written reports and oral testimony.

Content: Location and recovery of remains, death scene investigation, dental analysis, time-since-death estimates, interpretation of trauma and pathology, and applications to international human rights violations. In addition, students will critically evaluate the scientific foundation of analytical techniques applied by forensic anthropologists. Results of investigations performed during class will be presented in both oral and written form.

Taught: Alternate years

Prerequisite: ANTH 1160 or CJFS 3400, or instructor permission

Credits: 4

### **ANTH 3580 - Cultural Psychology**

Goals: To investigate the ways in which culture and psyche make each other up, and to gain experience conducting interviews.

Content: Beginning with the premise that all psychologies are "ethno-psychologies" and systems of health care are best understood when approached through the matrix of culture, this course will explore a wide range of issues broadly construed under the category of cultural psychology and mental health. Lectures and readings focus on the "borderland" between anthropology, psychiatry/psychology, and medicine. Students conduct person-centered ethnographic interviews in order to analyze the ways

individuals tend to think of themselves in relation to their cultural worlds.

Taught: Alternate years

Prerequisite: ANTH 1160 or PSY 1330

Credits: 4

### **ANTH 3610 – Visual Anthropology**

Goals: This course examines the ways culture and society are represented and imagined visually. While we will primarily focus on photography and film, we will also look more broadly at the visual aspects of culture as it intersects with material culture, media and the digital. A central concern will be to examine the ways that these technologies construct knowledge and understanding of ourselves and others.

Content: The course emphasizes equal parts of theory and practice. Film screenings and theoretical works will provide a foundation for members of the class to make their own films. The last half of the semester will engage students individually and in groups with creating documentary research projects using visual research methods.

Taught: Once per year

Prerequisite: ANTH 1160 or SOC 3000 or instructor permission

Credits: 4

### **ANTH 5260 – Anthropological Thought and Theory**

Goals: To become familiar with the kinds of explanations and methods anthropologists have used and/or are currently using to analyze cultural phenomena. To develop critical thinking.

Content: Theoretical statements and exemplary analyses covering a spectrum of approaches employed by 19th and 20th century anthropologists.

Taught: Annually

Prerequisites: At least two 3000-level anthropology courses

Credits: 4

### **ANTH 5270 – Senior Seminar**

Goals: The goal of the course is to provide anthropology majors, in the final semester of their senior year, the opportunity to bring together the variety of content and knowledge from various anthropology courses they have taken to broadly address theoretical or conceptual issues of contemporary relevance in anthropology.

Content: Taught in a seminar format, it is intended as a capstone class in the major that emphasizes active student discussion, critique and the production of high quality written work. This course is intended to reaffirm the learning objectives of the anthropology program, and to be a gateway to using anthropological knowledge beyond the university in the world of work, or professional training in the discipline.

Taught: One senior seminar is offered in rotation by an anthropology department faculty member during the spring semester of each year

Prerequisites: ANTH 1160 and at least one 3000-level anthropology course, or instructor permission

Credits: 4

### **ART 1130 – Drawing**

Goals: To gain an understanding of the basic elements and principles of drawing. To foster an awareness of the cultural and aesthetic significance of the basic concepts that form the foundation of the visual arts.

Content: Elements of line, value, shape, perspective, texture, and principles of design and composition.

Credits: 4

### **ART 1140 – Drawing from Life**

Goals: To learn and apply the basic elements and principles of drawing to drawing the human figure and elements from life.

Content: Study of line, contour, shape, value, foreshortening, composition, design, and principles of light and shade while drawing from the live model and elements from life.

Credits: 4

### **ART 1150 – Art Foundations**

Goals: To learn and apply the basic elements and principles of 2D and 3D design.

Content: Study of form, line, balance, color, and composition through analog making in two and three dimensions with paper and found objects.

Taught: Annually in fall and spring

Credits: 4

### **ART 1510 – Beginning Sculpture**

Casting, Carving, Construction, and Steel Fabrication. This course introduces students to the fundamentals of sculpture, concept development, and safe, productive working habits. Students will learn basic mold making and metal casting techniques, fundamental wood construction, carving, and essential steel fabrication. As a class, we will work together to promote concept development in conjunction with voracious production of work. Students will start to develop their own visual language and explore their conceptual interests moving towards a larger, nuanced body of work.

Goals: To learn technical sculptural skills that allow you to confidently execute. To thoroughly develop the basic stages of creating: ideate->sketch->test->construct->reflect. To synthesize craft and concept. To advance individual visual vernacular using sculptural methods and technique.

Content: The fundamental elements of sculpture, concepts of form and space, aesthetic theory, mold-making and casting, development of the individual aesthetic. Emphasis on skill building.

Credits: 4

### **ART 1540 – Beginning Painting**

Goals: To learn how to manipulate and control the aesthetic elements of line, color, texture, shape, tension, etc. on a two-dimensional surface. To understand that painting is a process and discipline linked to art historical discourse.

Content: Oil paints will be the central medium of this class. The course is structured and importance is placed on the formal elements of design: color, surface, composition, and space. The emphasis is on learning

to see objectively, be it from still-life set ups, landscape, or no objective studies. The artistic and art historical concerns and choices are stressed. Critiques are an important part of the class.

Taught: Annually, fall semester.

Prerequisite: ART 1130, 1140, or 1150, or instructor permission

Credits: 4

### **ART 1800 – Beginning Printmaking**

Goals: To learn the fundamental techniques and processes of intaglio and relief printmaking.

Content: Demonstration of use of engraving and carving tools, etching techniques, introduction to various inks, papers, printing methods. Beginning Printmaking introduces time-honored techniques of intaglio and relief. Students will engage in a collaborative environment, participating in group critiques and discussions. Assignments will be given to direct learning of printmaking processes in a creative manner.

Credits: 4

### **ART 1900 – Digital Photography I**

Crosslisted: Also listed as DMA 1410

Goals: To develop fundamental abilities in photography including mastering technical vocabulary, understanding of the photographic process, managing digital files, basic photo editing and adjustment, printing techniques.

Content: Technical vocabulary and required skills, parts of the camera, understanding camera controls and options, framing a shot, shooting successfully in different conditions. Participants will also gain knowledge of the history of the development of photography and practice in analyzing and critiquing photographic images.

Taught: Annually, fall and spring

Credits: 4

### **ART 3510 – Intermediate Sculpture**

Casting, Carving, Construction, and Steel Fabrication. This course introduces students to the fundamentals of

sculpture, concept development, and safe, productive working habits. Students will learn advanced mold making and metal casting techniques, fundamental wood construction, carving, and essential steel fabrication. As a class, we will work together to promote concept development in conjunction with voracious production of work. Students will start to develop their own visual language and explore their conceptual interests moving towards a larger, nuanced body of work.

Goals: To learn technical sculptural skills that allow you to confidently execute. To thoroughly develop the basic stages of creating:

ideate->sketch->test->construct->reflect. To synthesize craft and concept. To advance individual visual vernacular using sculptural methods and technique.

Content: The elements of sculpture and technical processes as required by individual projects.

Taught: Annually

Prerequisite: ART 1510

Credits: 4

### **ART 3540 – Intermediate Painting**

Goals: To build upon knowledge and experience gained in ART 1540 Beginning Painting. The aesthetic elements of line, color, texture, shape, tension, etc. on a two-dimensional surface are developed. To continue to understand that painting is a process and discipline linked to art historical discourse.

Content: Oil paints will be the central medium of the class. The course is structured and importance is placed on the formal elements of design: color, surface, composition, and space. The emphasis is on learning to see objectively, be it from still-life set ups, landscape, or no objective studies. The artistic and art historical concerns and choices are stressed. Critiques are an important part of the class.

Taught: Annually, spring term

Prerequisite: ART 1540 or permission of instructor.

Credits: 4

### **ART 3800 – Intermediate Printmaking**

Goals: Further develop skills and formation of concepts. Gain confidence in independent projects beyond beginning level.

Content: Demonstration of use of engraving and carving tools, etching techniques, introduction to various inks, papers, printing methods.

Intermediate Printmaking advances students into self-directed assignments and encourages students to implement intaglio and relief printmaking skills already achieved at the beginning level while adding new techniques such as mezzotint, engraving and multiple-plate or block color printing. Students will also be encouraged to develop concepts and discuss in class critiques.

Prerequisite: ART 1800

Credits: 4

### **ART 3900 – Digital Photography II**

Crosslisted: Also listed as DMA 3410

Goals: To build on the skills developed in ART 1900: Digital Photography I through more advanced camera operations, enhanced editing work (including Photoshop), understanding of the advantages and disadvantages of different file formats, advance printing and image manipulation work.

Content: Camera control in manual operations under different conditions, managing technically complex shots, effectively using lenses and filters. Image adjustment in Photoshop. History of recent developments in digital photography. Tutorials in analyzing and critiquing photographic work.

Taught: Alternate years

Prerequisite: ART 1900 or approval of instructor based on portfolio review

Credits: 4

### **ART 5710 – Advanced Sculpture**

Casting, Carving, Construction, and Steel Fabrication. This course introduces students to the fundamentals of sculpture, concept development, and safe, productive working habits. Students will learn basic mold making

and metal casting techniques, fundamental wood construction, carving, and essential steel fabrication. As a class, we will work together to promote concept development in conjunction with voracious production of work. Students will start to develop their own visual language and explore their conceptual interests moving towards a larger, nuanced body of work.

Goals: To advance individual visual vernacular using sculptural methods and technique.

Content: Advanced conceptual production and independent projects.

Taught: Annually

Prerequisite: ART 3510

Credits: 4

### **ART 5740 – Advanced Painting**

Goals: To build upon knowledge and experience gained in ART 3540 Intermediate Painting. To develop the aesthetic elements of line, color, texture, shape, tension, etc. on a two-dimensional surface. To continue to understand that painting is a process and discipline linked to art historical discourse.

Content: Oil paints will be the central medium of the class. The course is structured and importance is placed on the formal elements of design: color, surface, composition, and space. The emphasis is on learning to see objectively, be it from still-life set ups, landscape, or no objective studies. The artistic and art historical concerns and choices are stressed. Critiques are an important part of the class.

Taught: Annually, spring term

Prerequisite: ART 3540 or permission of instructor

Credits: 4

### **ART 5900 – Advanced Printmaking**

Goals: To achieve a greater mastery of printmaking and develop an independent body of work.

Content: Further exploration of printmaking techniques and processes.

Advanced Printmaking emphasizes a mastery of printmaking techniques which may include intaglio and/or relief (woodcut). Students are encouraged to

incorporate cross-curricular interests in their studio class practice, such as other art-related media or disciplinary studies. Students must create a cohesive body of prints that demonstrate a high level of technical skill, conceptual complexity and creative thought. Students are expected to exhibit a professional, mature attitude, are able to commit time to work during and outside of class and have empathy toward fellow students.

Prerequisites: ART 1800 and 3800

Credits: 4

### **ART 5950 – Senior Seminar**

Goals: To explore contemporary issues in art, with special focus on art theory and the professional presentation of images. To address archival preservation, exhibition installation, and health and safety issues related to the use of materials in the visual arts. To provide studio seniors with a capstone experience, which would combine art theory and exhibition practicum. The instructor will be the advisor for their senior exhibition.

Content: Readings in theory and criticism, exhibitions in local museums and galleries, and lectures by visiting scholars and artists.

Taught: Annually

Prerequisite: Studio arts major in senior year.

Credits: 4

### **ARTH 1100 – World Art**

Goals: To gain a broader understanding and appreciation of intellectual and cultural activity; to develop knowledge and understanding of diverse perspectives, global awareness, and other cultures; to develop essential skills for success in art history and other fields, including reading texts and images carefully and critically, and crafting sophisticated and penetrating questions.

Content: Through a series of case studies (units), students will examine the importance of art as cultural expression across time and from a global perspective. In each unit, students will analyze the style, subject, and patronage of works of art, and will explore art's

relationship to religion, ideology, society and economy, political change, gender roles, and the interaction of cultures. Each unit will focus on a different style of art through the lens of many cultures, varied continents, and various times in history. We will utilize readings and discussions to place the art in its historical context to truly understand its meaning in the present day. Students will be asked to engage in conversation and bring with them a curiosity for art and a thirst for questioning - why is art created, who is it for, and what can it accomplish?

Credits: 4

### **ARTH 1200 – Western Traditions: Prehistory to the Middle Ages**

Goals: To explore the arts from prehistoric times through the Middle Ages, and to promote an understanding that a work of art is a reflection of the culture in which it was created. To gain an understanding of formal principles and the materials and techniques of artistic production.

Content: The traditions of painting, sculpture, architecture, and the decorative arts in the western world from roughly 20,000 BC to the fourteenth century. Major monuments are considered in light of religious, political, social, economic, and geographic conditions. Special emphasis is placed on the iconography and cultural context of the works, along with the methods and materials of artistic production. This course is strongly advised as a foundation for ARTH 1210.

Credits: 4

### **ARTH 1210 – Western Traditions: Renaissance to Contemporary**

Goals: To introduce the major monuments of art history from the fourteenth century through the 1980s, and to promote an understanding that a work of art is a reflection of the culture in which it was created. To gain an understanding of formal principles and the materials and techniques of artistic production.

Content: The traditions of painting, sculpture, and architecture in the western world from the fourteenth century through contemporary times. Major monuments are considered in light of religious, political,

social, economic, and geographic conditions. Special emphasis is placed on the iconography and cultural context of the works, along with the methods and materials of artistic production.

Prerequisite: While it is not required, students are strongly advised to take ARTH 1200 before taking ARTH 1210.

Credits: 4

### **BIOC 3820 – Biochemistry I (with Lab)**

Goals: Living organisms can be described as open thermodynamic systems in which exergonic and endergonic events are coupled in the process of growth and reproduction. We will examine aspects of cellular metabolism with particular attention to the integration and regulation of cellular systems. Modern biochemical techniques will be introduced in laboratory exercises.

Content: Molecular basis of cellular function, protein structure/function relationships, enzyme function and kinetics, reaction mechanisms, energetics and catabolism, biosynthesis of cellular macromolecules.

Taught: Fall term

Prerequisites: BIOL 1510 and CHEM 3460, or instructor permission

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **BIOC 3830 – Biochemistry II (with Lab)**

Goals: To continue the process of understanding the molecular design of living systems begun in Biochemistry I. Special emphasis is placed on instrumental methods of structure elucidation and the use of contemporary computational methods. The understanding of important anabolic and catabolic pathways of biologically important non-protein molecules, and the integration of these pathways within the metabolic cycle is the focus of study.

Content: The general integration of metabolism including carbohydrate, glycogen, amino acid, and fatty acid metabolism. The biosynthesis of lipids, steroids, amino acids, and nucleic acids. The process of photosynthesis.



Taught: Every other year, spring term

Prerequisites: BIOC 3820 (grade of C- or better)

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **BIOL 1120 – Biology of Human Function (with Lab)**

Goals: To introduce non-science majors to human structure and function. To develop an appreciation of advances in biological technologies.

Content: The function of cells and organ systems, emphasizing the physical mechanisms used to maintain a state of dynamic equilibrium.

Prerequisites: None

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **BIOL 1130 – Biodiversity and Conservation Biology (with Lab)**

Goals: To understand the ecological, evolutionary, geological, and historical factors which have led to the current distribution and abundance of organisms; to examine the changes in these distributions due to human activities; and to evaluate conservation strategies for different types of organisms.

Content: Fundamentals of population ecology, community ecology and evolution; classification of organisms; patterns of biodiversity in space and time; extinctions and their causes; conservation genetics; design of nature preserves.

Prerequisites: None

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **BIOL 1140 – Human Heredity and Disease**

Goals: To introduce students to the principles of heredity, genetic technology, examples of hereditary diseases, and related societal concerns. To confront students with ethical choices that society will need to make regarding new genetic technologies.

Content: Modes of inheritance, gene and chromosomal behavior, hereditary disease, DNA structure, mutation, gene regulation, cancer, genetic engineering, gene therapy.

Prerequisites: None

Credits: 4

### **BIOL 1150 – Biology of Women (with Lab)**

Goals: To introduce students to the basic aspects of reproductive biology, biological bases of gender differences, and women's health. The course will also provide a context for examining the social and political framework within which science is done, and the extent to which scientific studies may be conducted as objective or value-neutral activities.

Content: Course topics will include reproductive anatomy and physiology, sexual development and differentiation, hormones and reproductive cycle regulation, pregnancy and childbearing, reproductive technologies, STDs and AIDS, women and aging, and women and cancer. Students will practice methods of scientific inquiry and analysis, and assess the strengths and limitations of scientific approaches toward understanding the biology of women.

Prerequisites: None

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **BIOL 1180 – Biotechnology in Your Life (with Lab)**

Goals: Engage non-science majors in thinking about biotechnology, its controversies and promises. To develop skills in critical thinking and analysis by testing claims of superior qualities of various biotechnology products.

Content: This course examines major products of biotechnology and their effects on our life today. We will talk about ethical and scientific aspects of genetically modified food, human cloning, recombinant drugs and much more... We will look into news, talk about your groceries, and think about new approaches to regulate new technologies. We will also try to understand how all that biotech works!

Taught: Summer

Prerequisites: None

Note: When this course is taught online, the lab is also online. When the course is taught in person, students must register for the corresponding 0-credit lab section.

Credits: 4

### **BIOL 1181 – Biotechnology in Your Life**

Goals: Engage non-science majors in thinking about biotechnology, its controversies and promises. To develop skills in critical thinking and analysis by testing claims of superior qualities of various biotechnology products.

Content: This course examines major products of biotechnology and their effects on our life today. We will talk about ethical and scientific aspects of genetically modified food, human cloning, recombinant drugs and much more... We will look into news, talk about your groceries, and think about new approaches to regulate new technologies. We will also try to understand how all that biotech works!

Credits: 4

### **BIOL 1190 – Human Impacts on Aquatic Ecology**

Goals: To learn fundamental concepts of the ecology of aquatic ecosystems; to understand how human activities affect the functioning of aquatic ecosystems and the goods and services that these ecosystems provide; and to learn about the process of science and to practice science.

Content: In this course, designed for non-majors, students will learn fundamental concepts of the ecology of aquatic ecosystems (e.g., lakes, rivers, oceans) and how different types of human disturbances (e.g., draining of wetlands for agriculture, damming of rivers for hydroelectric power generation, introduction of non-native species) and sources of pollution (e.g., nutrient pollution, acid rain) impact these ecosystems.

The understanding of this content will be gained through interactive lectures, class discussion of readings from a variety of sources, investigation of lake

and stream data using data visualization tools, and 'wet lab' experiments.

Activities that students will do that relate to learning the process of science include 1) evaluating a scientific claim using scholarly literature, and 2) learning about the peer review process by which scientific literature is published by reading and discussing reviews of a manuscript that was submitted for publication in a peer-reviewed journal.

In addition, students will practice 'hands-on' science through a multi-week team project in which they will investigate the impact of a particular type of pollution on aquatic organisms. For this project, the research teams will 1) investigate the scientific literature to identify specific topics and to develop a research hypothesis, 2) design an experiment to test their hypothesis, 3) collect and analyze data from the experiment, and 4) interpret the results, and convey the findings to the class in a research presentation.

Credits: 4

### **BIOL 1191 – Human Impacts on Aquatic Ecology (with Lab)**

Goals: To learn fundamental concepts of the ecology of aquatic ecosystems; to understand how human activities affect the functioning of aquatic ecosystems and the goods and services that these ecosystems provide; and to learn about the process of science and to practice science.

Content: In this course, designed for non-majors, students will learn fundamental concepts of the ecology of aquatic ecosystems (e.g., lakes, rivers, oceans) and how different types of human disturbances (e.g., draining of wetlands for agriculture, damming of rivers for hydroelectric power generation, introduction of non-native species) and sources of pollution (e.g., nutrient pollution, acid rain) impact these ecosystems.

The understanding of this content will be gained through interactive lectures, class discussion of readings from a variety of sources, investigation of lake and stream data using data visualization tools, lab experiments, and field labs.

Activities that students will do that relate to learning the process of science include 1) evaluating a scientific claim using scholarly literature, 2) learning about the peer review process by which scientific literature is published by reading and discussing reviews of a manuscript that was submitted for publication in a peer-reviewed journal.

In addition, students will practice 'hands-on' science in the weekly 2-hour laboratory component of the course. Lab activities will include field trips to sample streams, and on-campus labs that will include a multi-week team project in which they will investigate the impact of a particular type of pollution on aquatic organisms. For this project, the research teams will 1) investigate the scientific literature to identify specific topics and to develop a research hypothesis, 2) design an experiment to test their hypothesis, 3) collect and analyze data from the experiment, and 4) interpret the results, and convey the findings to the class in a research presentation.

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **BIOL 1510 – Integrated Concepts in Biology I (with Lab)**

This is one of two introductory courses in biology. The other course is BIOL 1520, and students may take these courses in either order.

Goals: This course provides an introduction to biology's core concepts from molecules through cells including information, evolution, cells, emergent properties, and homeostasis. This flipped course emphasizes collaborative learning and problem solving. The weekly laboratory focuses on core competencies of the process of science, the interdisciplinary nature of modern biology, data interpretation, quantitative skills, communication in multiple formats, and experience with large databases.

Content: Introduction to biology's core concepts from molecules through cells including information, evolution, cells, emergent properties, and homeostasis. Many course examples emphasize human biology. This course is using a new approach to teaching

introductory biology that is based on the first principles of learning: students learn best when they construct their own knowledge, when their learning builds upon previous knowledge, and when knowledge is relevant to students' lives.

Taught: Fall term

Prerequisites: None

This course is open to first year students only.

Exceptions are made by permission of the instructor. Second and third year students planning to pursue majors that require this course should contact the instructor.

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **BIOL 1520 – Integrated Concepts in Biology II (with Lab)**

This is one of two introductory courses in biology. The other course is BIOL 1510, and students may take these courses in either order.

Goals: This course is an introduction to biological concepts and principles at and above the level of the organism. The weekly laboratory emphasizes core competencies of the process of science, the interdisciplinary nature of modern biology, data interpretation, quantitative skills, communication in multiple formats, and experience with large databases.

This course is using a new approach to teaching introductory biology that is based on the first principles of learning: students learn best when they construct their own knowledge, when their learning builds upon previous knowledge, and when knowledge is relevant to students' lives.

Content: Broad topic areas in this course include evolution, information transmission, the cell as the fundamental unit of life, homeostasis, and emergent properties, and they will be explored from the organismal to ecological system levels.

Taught: Spring term

Prerequisites: None

This course is open to first year students only.

Exceptions are made by permission of the instructor.

Second and third year students planning to pursue majors that require this course should contact the instructor.

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **BIOL 3030 – Ecology (with Lab)**

Goals: To demonstrate empirical and theoretical understanding of the relationships between organisms and their biological and physical environment; to examine the distribution and abundance of organisms; to apply quantitative analysis to field-collected ecological data.

Content: Energy flow, ecosystem organization, community structure, organismal interactions, population dynamics, physiological ecology, and biome structure.

Taught: Alternate years, fall term

Prerequisites: BIOL 1510 and BIOL 1520, grades of C- or better

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **BIOL 3040 – Principles of Physiology (with Lab)**

Goals: To introduce the basic principles of cellular and organismal physiology emphasizing structure-function relationships, mechanisms of integration of cellular, tissue and organ functions, and the concept of homeostatic balance. To gain experience in the practice of science by posing scientific questions, designing experiments or observations to answer these questions, and presenting the results of these studies in a public forum. To continue developing oral and written communication skills and quantitative reasoning skills.

Content: Physiological mechanisms for the regulation of water balance, gas exchange, and energy balance in both plants and animals will be covered. The role of cells, tissues, and organs in physiological process; function and regulation of the endocrine, digestive, respiratory, vascular, and nervous systems in animals.

Taught: Fall term

Prerequisites: BIOL 1510 and 1520 (grades of C- or better)

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **BIOL 3050 – Principles of Genetics (with Lab)**

Goals: To acquire an understanding of the basic principles of transmission genetics, molecular genetics, and population genetics. Students will be able to explain these principles and discuss projects and problems in which these principles are relevant. To gain experience in the practice of science by posing scientific questions, designing experiments or observations to answer these questions, and presenting the results of these studies in a public forum. To increase skills in the following areas: oral and written communication, use of the computer as a scientific tool, functioning as a member of a goal-directed team.

Content: Mendelian genetics, genetic mapping, cytogenetics and chromosome abnormalities, genetic engineering methods and applications, genomics, gene regulation and developmental genetics, the genetics of cancer, population genetics, and microevolution.

Taught: Fall term

Prerequisites: BIOL 1510, BIOL 1520, and CHEM 1130 or CHEM 1500 (or concurrent registration in CHEM); grades of C- or better

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **BIOL 3060 – Principles of Cell Biology (with Lab)**

Goals: To introduce students to the structure and function of prokaryotic and eukaryotic cells, and to the dynamic nature of cellular function. To introduce investigative skills such as information searching, research design and analysis, and scientific writing.

Content: The chemical basis of cellular function; macromolecules; organelles; membranes and membrane transport; enzymes and the catalysts of cellular reactions; information storage and information flow within and between cells; cell division and its

regulation; cellular metabolism including cellular respiration.

Taught: Spring term

Prerequisites: BIOL 1510, BIOL 1520, and CHEM 1140 or CHEM 1500 (or concurrent registration in CHEM 1140); grades of C- or better

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **BIOL 3100 – Neurobiology (with Lab)**

Goals: To comprehend and appropriately use the language and terms of neurobiology; to describe the function of the nervous system at the molecular, cellular, and systems levels; to interpret and discuss experimental findings in neuroscience.

Content: An analysis of the biology of neurons and the nervous system. Topics include the molecular basis of electrical excitability in neurons, synaptic transmission and plasticity, motor control, mechanisms of sensation, and construction and modification of neural circuits.

Taught: Spring term

Prerequisites: BIOL 1510 and 1520 (grades of C- or better)

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **BIOL 3400 – Comparative Vertebrate Evolution and Anatomy (with Lab)**

Goals: To investigate the form and function of anatomical features of a variety of animals, using the comparative method to assess the relative importance of evolutionary history and differing environments on morphology. Dissection will be emphasized.

Content: The evolution and integration of morphology, with emphasis on the roles of homology, ontogeny, and adaptation to diverse environments as influences on form and function.

Taught: Alternate years, fall term

Prerequisites: BIOL 1510 and 1520 (grades of C- or better)

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **BIOL 3650 – Invertebrate Biology (with Lab)**

Goals: To examine the form, function, reproduction, ecology, and phylogeny of invertebrate animals. To recognize characteristics unique to particular taxa, and homologies that reveal relatedness among taxa.

Content: Principles of phylogenetic analyses; characteristics of major invertebrate taxa; investigation of the ecological relevance of invertebrates through reading and discussion of primary literature.

Laboratories will include behavioral and physiological experiments, field trips to study invertebrates in their natural habitats, and surveys of invertebrate phyla.

Taught: Alternate years, fall term

Prerequisites: BIOL 1510 and 1520 (grades of C- or better)

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **BIOL 3770 – Population Genetics and Evolution (with Lab)**

Goals: To understand the basis of microevolution through population genetics; to demonstrate the uses of molecular genetic data in evolutionary biology; to explore the mechanisms of evolutionary change; and to show how these mechanisms have led to the evolutionary history seen in the fossil record.

Content: The nature of biological variation, genetic structure of populations, Hardy-Weinberg equilibrium, quantitative genetics, principles of evolutionary phylogenetics, evolutionary processes, and the evolutionary history of major taxa.

Prerequisites: BIOL 1510 and 1520 (grades of C- or better)

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **BIOL 5540 – Aquatic Biology (with Lab)**

Goals: To understand the differences and similarities among the various freshwater aquatic ecosystems

(lakes, streams, wetlands), and to understand the ecological principles and interactions that govern the distribution and abundance of aquatic organisms. To develop computer skills and writing skills.

Content: Lake origins; glacial history of Minnesota; water chemistry; aquatic ecosystem structure; food web interactions; survey of important aquatic organisms; linkages among terrestrial and aquatic ecosystems; human impacts on aquatic environments (e.g., eutrophication, acidification). Laboratories will include field studies of aquatic environments, case studies, and controlled laboratory experiments.

Taught: Alternate years, fall term

Prerequisites: BIOL 1510, 1520, and any one 3000-level biology elective (grades of C- or better)

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **BIOL 5550 – Microbiology (with Lab)**

Goals: Introduction to the biology of microorganisms and the aseptic techniques used to grow and maintain microbial cultures. Practice molecular biology procedures and apply them to the study of microbial function and metabolism. Read and discuss current research in microbiology and related fields.

Content: Microorganisms: their structure, classification and physiological characteristics. Study of the basic principles of bacterial biochemistry and metabolism, genetics and pathogenicity. Introduction to common methods used to control microbial growth, including antibiotics and their mode of action. Overview of viruses, fungi and their role in common diseases. Study the relevance of microorganisms in industrial and environmental processes.

Taught: Alternate years, spring term

Prerequisite: BIOL 3050 or BIOL 3060 (grade of C- or better), or instructor permission

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **BIOL 5600 – Developmental Biology (with Lab)**

Goals: To survey developmental processes in a variety of protists, plants and animals. To design and perform experiments that address topics chosen by students, using developmental systems. To practice writing skills.

Content: The genetic basis of development, sexual reproduction, morphogenesis, and embryonic development in animals, plant development, pattern formation, regeneration, metamorphosis, and aspects of cancer and aging.

Taught: Alternate years

Prerequisite: BIOL 3050 or BIOL 3060 (grade of C- or better), or instructor permission

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **BIOL 5650 – Animal Behavior (with Lab)**

Goals: To investigate how and why animals have developed their particular solutions to problems of life such as finding food, shelter, and mates, avoiding predators and disease, and producing offspring; to develop skills in observation, experimental design and analysis; to enhance oral and written communication skills; and to develop an appreciation for the alien nature of animal experiences.

Content: Evolutionary theory, behavioral genetics, and behavioral ecology will be used to develop methods for exploring the immediate causes, development, adaptive value, and evolutionary history of behavioral traits. We will discuss and critique various ethological models and current controversies in the field.

Laboratory sessions will stress appropriate experimental design and statistical analysis. Students will gain further skills in experimental design and analysis while conducting independent research in the field or in the laboratory on a topic of their choice.

Taught: Alternate years

Prerequisites: BIOL 1510, 1520, and any one 3000-level biology elective (grades of C- or better)

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **BIOL 5700 – Research in Biology**

Goals: Introduction to research methodologies and the ways that graduate school research groups operate.

The intent is to foster close student/faculty interaction as these parties join together in a research venture.

Content: Introduction to research methods including survey of relevant literature, experimental design, conducting a series of experiments, and analysis and presentation of data. Students enrolled in the course will work independently and with the instructor, and also attend biweekly laboratory group meetings. Students will learn research techniques and conduct investigations in a focused area of biology to be decided by the instructor.

Prerequisites: Permission of the instructor

Credits: 4

### **BIOL 5900 – Molecular Cell Biology (with lab)**

Goals: To gain an understanding of cellular structure and function at the molecular level. To become familiar with cytological and molecular approaches as applied to contemporary issues in cell biology. To read and discuss contemporary research in molecular cell biology.

Content: Cell compartmentalization, cell structure and function, organelle function and biogenesis, cell motility, cell communication and membrane transport, signal transduction and regulation of cell growth, chromosome structure, cell cycle regulation, molecular mechanisms of aging and cancer. Laboratory will emphasize recombinant DNA and molecular techniques.

Prerequisite: BIOL 3050 or BIOL 3060 or BIOC 3820, grade of C- or better

Credits: 4

### **BIOL 5960 – Senior Capstone**

Goals: To examine recent scientific literature in the field.

Content: Seminar structure includes class discussions of primary literature and individual investigation of an aspect of the course topic theme. Topics for this course change each time it is taught, however, students may only count this course one time as a Biology Major course.

Taught: Fall and Spring terms

Prerequisite: BIOL 5962 (grade of C- or better)

Credits: 4

### **BIOL 5961 – Biology Seminar I**

Goals: The seminar program aims at introducing students to cutting edge research in the fields of biology and exercise science.

Content: The seminar program includes presentations by outside speakers, Hamline faculty, and students.

Taught: Each semester

Prerequisites: BIOL 1510 and 1520 (grades of C- or better)

Note: Required for biology majors.

Credits: 1

### **BIOL 5962 – Biology Seminar II**

Goals: The seminar program aims at introducing students to cutting edge research in the fields of biology and exercise science.

Content: The seminar program includes presentations by outside speakers, Hamline faculty, and students.

Taught: Each semester

Prerequisite: BIOL 5961 (grade of C- or better)

Note: Required for biology majors.

Credits: 1

### **BIOL 5963 – Biology Seminar III**

Goals: The seminar program aims at introducing students to cutting edge research in the fields of biology and exercise science.

Content: The seminar program includes presentations by outside speakers, Hamline faculty, and students.

Taught: Each semester

Prerequisite: BIOL 5962 (grade of C- or better)

Note: Required for biology majors.

Credits: 1

### **BIOL 5964 – Biology Seminar Presentation**

Goals: The seminar program aims at introducing students to cutting edge research in the fields of biology and exercise science.

Content: All Biology majors must present the results of a research project as part of the degree requirements for the major. Seniors in their last semester of the Biology Major should register for this course and present a research seminar to the department.

Taught: Each semester; to be taken in final semester, senior year

Prerequisite: BIOL 5963 (grade of C- or better)

Note: Required for biology majors and biology scholars.

Credits: 1

### **CDS 1010 – Introduction to Programming**

Goals: To help students develop greater precision in their algorithmic thinking by writing moderate-sized programs for a variety of applications, including but not limited to biology, chemistry, economics, literary studies, and mathematics.

Content: Students will learn the fundamentals of computer programming (loop structures, if-else statements, Boolean expressions, and arrays) to solve problems from different disciplines. A short introduction to object-oriented programming is also given. This course is taught using Python.

Prerequisite: High school algebra

Credits: 4

### **CDS 1020 – Introduction to Computational Data Science**

Goals: To continue the study of computational techniques using Python, with an emphasis on applications in data science and analysis.

Content: This is a continuation of CDS 1010, applying algorithmic thinking to applications in data analysis. Topics include data mining, data visualization, web-scraping.

Prerequisite: CDS 1010

Credits: 4

### **CDS 1030 – Data Visualization with R**

Goals: To introduce programming in R and basic design principles for data analysis and visualization. By the end of this course, students will be able to write R code to import and prepare data for analysis and produce appropriate visualizations for a variety of types of data, including multivariate, temporal, text, and spatial data. Students will also learn to interpret data visualizations, use them in discussing the issues of the current world, and discuss their limitations.

Content: Students will learn the fundamentals of programming in the R programming language, including loop structures, if-else statements, Boolean expressions, importing data, dataframes, plotting data. Students will learn the fundamentals of data visualization, including figure design, figure making, and figure review.

Credits: 4

### **CDS 3200 – Elements of Statistical Learning**

Goals: This is a continuation course for MATH 1200, introducing techniques of statistical learning.

Content: Supervised learning, with a focus on regression and classification methods. This includes linear and nonlinear models as well as model and feature selection. Some unsupervised learning methods such as principal components and clustering are also discussed.

Prerequisites: CDS 1010 or CDS 1030, and MATH 1200 or QMBE 1310

Credits: 4

### **CDS 5950 – Computational Data Science Capstone**

Goals: To help students integrate the knowledge and skills attained in the Computational Data Science program.

Content: Students will propose, execute, provide feedback on, and communicate about projects that are grounded in their disciplinary courses (the three



courses they took that count toward another minor) but have a clear computational data science approach.

Prerequisites: CDS 1020, CDS 3200, MATH 3440, QMBE 3740, and QMBE 3750

Credits: 4

### **CFST 1100 – Introduction to Conflict Studies**

Goals: This multi-disciplinary course introduces students to the major approaches to understanding conflict at the interpersonal, organizational, and socio-cultural levels.

Content: Students study how conflict is understood from a range of disciplinary perspectives and in a wide variety of settings so as to develop broad perspectives on the ways in which conflict can be analyzed.

Taught: Annually

Credits: 4

### **CFST 3100 – Approaches to Conflict Response**

Goals: To develop an understanding and appreciation for the range and implications of various forms of conflict response and intervention.

Content: Students will study a range of response strategies to conflict, including conflict escalation and de-escalation, coercion, persuasion, cooperation and reward, and will experiment with a variety of specific intervention techniques.

Prerequisite: CFST 1100 or permission of the instructor

Credits: 4

### **CFST 3300 – The Role of Conflict in Social Change**

Goals: To introduce students to basic concepts shared between conflict studies and social justice studies; to examine connections between social conflict and people's movements for social change; and to study particular movements through these conceptual lenses.

Content: Students will learn to distinguish among interpersonal, organizational, and socio-cultural levels of conflict; study the role of conflict in particular movements; and develop analyses of an aspect of that movement in which they are especially interested.

Taught: Annually

Credits: 4

### **CFST 3500 – Intergroup Dialogue**

Goals: To learn about social identity, difference, and intersectionality, and how they are linked to social inequality, privilege, and power; to explore sources of conflict in social interaction within and across identity groups; and to examine how individual experience is connected to intergroup relations, institutional structures, and broader social context.

Content: Intergroup dialogue courses emphasize awareness and knowledge of particular social identities (such as race or dis/ability) and development of group interaction skills. Content includes what distinguishes dialogue as a form of social interaction; processes through which individuals form social identities; how identities shape interdependence, conflict, power, privilege, and solidarity among and within groups; historical and contemporary perspectives on intergroup relations; and how identities and group membership inform possibilities for social change. Students will practice critical analysis skills with a focus on their own experiences and on group dynamics using key concepts in identity development and intergroup relations.

Taught: Annually

Prerequisite: Permission of the instructor based on interview

Note: Offered with focus on race or dis/ability. Students may enroll in more than one intergroup dialogue course if topics differ.

Credits: 4

### **CHEM 1100 – Chemistry and Society (with Lab)**

Goals: To introduce and develop some basic principles of chemistry and demonstrate how they affect humankind and the environment.

Content: Basic principles of chemistry are introduced using a case study method. Topics may include the ozone layer, global warming, acid rain, nuclear fission and fusion, nutrition, water as a natural resource, fossil and solar energy, and others. Special attention is paid

to the social, economic and political contexts in which society deals with these issues. Models of chemical structure and bonding are developed as well as the basic concepts of thermodynamics, kinetics, and acid-base relationships.

Taught: Annually

Prerequisite: None, high school chemistry is not required.

You may not take CHEM 1100 if you have already completed CHEM 1130 - General Chemistry I.

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **CHEM 1130 - General Chemistry I (with Lab)**

Goals: To introduce and develop the fundamental principles of analytical, biological, inorganic, organic, and physical chemistry. To provide instruction in fundamental laboratory techniques and to encourage the development of interpretive and problem-solving skills.

Content: Scientific measurement, stoichiometry, energy changes, physical behavior of gases, electronic structure of atoms, periodicity, bonding models including valence bond, molecular orbital and hybridization, molecular geometry, intermolecular forces, properties of solutions, liquids and solids, nomenclature, and chemistry of familiar elements. Gravimetric, volumetric and calorimetric measurements; graphical data analysis.

Taught: Annually

Prerequisite: Higher algebra; high school chemistry is highly recommended

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **CHEM 1140 - General Chemistry II (with Lab)**

Goals: To further develop the fundamental principles of analytical, biological, inorganic, physical and organic chemistry. Emphasis on the development of

problem-solving techniques. The laboratory focuses on inorganic qualitative analysis.

Content: Spontaneity and rates of chemical reactions; equilibrium involving gases, acids, bases and salts; acid-base theories; titration theory and practice, electrochemistry, nuclear chemistry, biochemistry, the chemical and physical properties of metals, nonmetals, and coordination compounds.

Taught: Annually

Prerequisite: CHEM 1130 (grade C- or better)

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **CHEM 1500 - Advanced General Chemistry (with Lab)**

Goals: This course combines topics from both CHEM 1130 and CHEM 1140 and is meant to be an accelerated one-semester version of General Chemistry.

Content: The course includes a rigorous treatment of atomic and molecular structure, explores chemical bonding, chemical thermodynamics and kinetics, equilibrium, chemical reactions and stoichiometry, and electrochemistry.

Taught: Fall semester

Prerequisite: Advanced high school chemistry (AP, Honors, IB, etc), ACT math score of 28 or greater or instructor permission

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **CHEM 3240 - Analytical Chemistry (with Lab)**

Goals: To introduce and develop the theoretical concepts and laboratory practices of quantitative chemical analysis.

Content: Theory and practice in classical analytical methods and instrumentation; emphasis on ionic equilibria and electrochemistry and their relevance to chemical analysis; application of various software and statistics to analytical problems.

Taught: Annually, spring

Prerequisite: CHEM 1140 or CHEM 1500 (grade of C- or better)

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **CHEM 3330 - Instrumental Methods**

Goals: To develop in depth the theory, scope, and limitations of the most commonly applied instrumental techniques of chemical analysis.

Content: Theory and techniques of infrared, ultraviolet, and nuclear magnetic resonance spectroscopy, gas and liquid chromatography, mass spectrometry, potentiometry, and other spectral and electrical methods of analysis, emphasizing relations among such factors as noise, resolution, sensitivity, error, and economics; applications of computers to analytical systems.

Taught: Annually, fall

Prerequisites: CHEM 3240 and CHEM 3450 (grades of C- or better), and co-registration with CHEM 3940

Note: The department recommends that students complete MATH 1180 and PHYS 1240 before taking this course.

Credits: 4

### **CHEM 3450 - Organic Chemistry I (with Lab)**

Goals: To develop a broad understanding of practical and theoretical concepts of organic chemistry and introduce the basic organic reaction pathways.

Thermodynamic considerations of 3-dimensional molecular shape are discussed. Instrumental techniques for the assignment of molecular structure are a focus. Modern mechanistic theory of organic chemical reactions is developed.

Content: Introduction to nomenclature, acid/base chemistry in context of organic chemistry, stereochemistry, and an overview of reaction types including substitution, addition, elimination and rearrangement. Some spectroscopy (IR, MS) is also covered.

Taught: Annually, fall

Prerequisite: CHEM 1140 or CHEM 1500 (grades of C- or better) or instructor permission

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **CHEM 3460 - Organic Chemistry II (with Lab)**

Goals: To further develop the theoretical concepts of organic chemistry and develop plausible synthetic and mechanistic pathways.

Content: Additional coverage of organic reactions including mechanisms associated with elimination, electrophilic substitution, electrophilic addition, free radical reactions, and pericyclic reactions. Chemistries of alkenes, alkynes, aromatics, pericyclic compounds, polymers, proteins and carbohydrates including reactions of intermediary metabolism. Spectroscopy (NMR) is emphasized.

Taught: Annually, spring

Prerequisite: CHEM 3450 (grade C- or better)

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **CHEM 3550 - Physical Chemistry I**

Goals: Molecular Thermodynamics - To introduce and develop fundamental concepts of thermodynamics applied to chemical problems and to introduce and/or further develop problem-solving techniques using mathematical tools.

Content: Thermodynamics is introduced and developed around chemical systems. Topics covered include the study of the properties of gases, a statistical foundation of thermodynamics, laws of thermodynamics, free energies and equilibrium, solution properties and applications of thermodynamics to electrochemistry. Time permitting applications in kinetics and non-equilibrium systems may be explored.

Taught: Annually, fall

Prerequisites: CHEM 1140 or CHEM 1500, Math 1180, and PHYS 1240 or (co-registration) with grades of C- or better

Note: The department recommends that students complete MATH 3320 before taking this course.

Credits: 4 credits

### **CHEM 3560 – Physical Chemistry II**

Goals: Quantum Chemistry – To introduce concepts of quantum mechanics and demonstrate applicability to real chemical systems.

Content: The foundations of quantum mechanics from the classical and basic concepts of the wave equation, probability, particle-in-a-box, basic rigid rotator and harmonic oscillator models for spectroscopy, and the hydrogen atom. Quantum mechanics continues with the chemically relevant topics of the multielectron atomic system, molecules and bonding, quantum mechanical calculational methods, and applications in spectroscopy (electronic, vibrational, rotational, optical, laser, and NMR).

Taught: Every other year, spring

Prerequisite: CHEM 3550 (grade of C- or better) and co-registration with CHEM 3950

Credits: 4

### **CHEM 3700 – Chemical Biology**

Goals: Chemical biology is a scientific discipline at the interface of chemistry and biology. This course explores the application of chemical techniques to manipulate and investigate biological systems.

Content: Current literature resources are used to understand diseases such as microbial and viral infections, heart disease, cancer, or neurodegenerative diseases. Topics may include the chemistry of amino acids, protein structure/dynamics elucidation, reactivity of biological molecules, chemical modification of proteins, peptidomimetics, native chemical ligation, and protein/ligand modeling.

Taught: Annually, fall

Prerequisite: CHEM 3450 (grade of C- or better)

Credits: 4

### **CHEM 3840 – Inorganic Chemistry (with Lab)**

Goals: To introduce and develop classical and modern concepts of inorganic chemistry.

Content: Periodic, chemical, and physical properties of the elements; symmetry and group theory; ionic and covalent bonding; acid-base chemistry; kinetics and mechanisms; metals and semiconductors; electronic spectra of coordination complexes; organometallic and bioinorganic chemistry; the application of molecular orbital theory; and quantum mechanical calculations.

Taught: Annually, spring

Prerequisite: CHEM 3240 (grade of C- or better)

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **CHEM 3940 – Advanced Laboratory Techniques**

Goals: To provide instruction in some practical skills commonly used by professional chemists.

Content: Experimental design, laboratory manipulations, data analysis, searching the scientific literature, preparation and presentation of oral and written reports. Work in the fall term is coordinated with CHEM 3330 and emphasizes student-driven small group research projects along with instrument design, capabilities, and limitations.

Taught: Annually, fall term

Prerequisites: CHEM 3240 and CHEM 3450 (grades of C- or better), and co-registration with CHEM 3330

Credits: 2

### **CHEM 3950 – Physical Chemistry Laboratory Techniques**

Goals: To provide instruction in some practical skills commonly used by chemists and engineers with an emphasis on techniques used in physical chemistry.

Content: Experimental design, laboratory manipulations, data analysis, searching the scientific literature, preparation and presentation of written lab notebooks, reports and journal articles. Work in the spring term is coordinated with the Physical Chemistry course 3560. The course laboratories investigate thermodynamic/quantum principles and properties using calorimetry, spectroscopy, conductivity, and computational techniques.

Taught: Every other year, spring term

Prerequisites: CHEM 3550 (grade of C- or better) and co-registration with CHEM 3560

Credits: 2

### **CHEM 5700 – Molecular Biophysics**

Goals: To help students develop a fundamental understanding of the physical principles that drive biochemical processes.

Content: Protein structure, molecular thermodynamics (especially as applied to molecular potential functions and protein structure calculations), basic statistical mechanics, quantum mechanics and spectroscopy (especially as applied to the study of biomolecular structure), and the kinetics of protein folding and protein motions.

Taught: Every other year, spring term

Prerequisites: BIOC 3820 or CHEM 3700, PHYS 1240 (or co-registration), and MATH 1180 (with grades of C- or better)

Credits: 4

### **CHEM 5900 – Advanced Topics in Chemistry**

Goals: To present in-depth overviews in chemistry beyond the scope of the foundational courses (3000-level), particularly those topics that intersect multiple subdisciplines.

Content: Content will vary by topic. Proposed example topics include NMR spectroscopy experiments and interpretation, medicinal chemistry, polymer chemistry, electrochemistry, nanochemistry, organometallic chemistry depending on the faculty expertise.

Prerequisite: A 3000-level chemistry course (grade of C- or better)

Credits: 2

### **CHEM 5950 – Chemistry Seminar A**

Goals: To introduce current topics in chemistry and biochemistry including presentations from the greater chemical community. To develop communication skills including writing, reading, listening and speaking. All juniors and seniors majoring in chemistry must attend as part of the degree requirement.

Content: This seminar course includes presentations by outside speakers, Hamline faculty, and junior and senior chemistry and biochemistry majors.

Taught: Each semester

Note: Three semesters of CHEM 5950 are required for chemistry majors.

Credits: 0.5

### **CHEM 5951 – Chemistry Seminar B**

This is the final seminar requirement for students who are NOT completing an ACS certified degree.

Goals: To introduce current topics in chemistry and biochemistry. To develop communication skills including writing, reading, listening and speaking.

Content: In addition to CHEM 5950 content, students will be asked to complete a formal paper on an agreed on chemistry topic, a chemistry assessment assignment, and a writing reflection on their chemistry experience. This seminar course includes presentations by outside speakers, Hamline faculty, and junior and senior chemistry and biochemistry majors.

Note: Required for chemistry majors not completing ACS certification. CHEM 5951 is to be taken in the final semester, senior year, after completing three semesters of CHEM 5950 – Chemistry Seminar A.

Credits: 0.5

### **CHEM 5960 – Capstone Seminar**

This is the final seminar requirement for students completing an ACS certified degree.

Goals: To provide an opportunity to further develop research techniques and skills in the field of chemistry.

Content: In addition to the CHEM 5950 content, students will complete an individual, original research project in some field of chemistry and will present it in writing and in a formal seminar. Students will also complete a chemistry assessment assignment and a written reflection on their chemistry experience.

Taught: Each semester

Prerequisite: Instructor and department chair permission

Credits: 2

### **CHIN 1110 – Beginning Chinese I**

Goals: To quickly begin conversing in Chinese on the following topics: greetings, introductions, dates and time, making plans, hobbies, sports, making phone calls, visiting friends and food and beverages. Students will learn Pinyin, the phonetic system for Chinese, and to be able to recognize and type about 300 Chinese characters. Character writing will be introduced, but the emphasis is on vocabulary building and oral communication.

Content: A textbook and two workbooks provide opportunities to learn vocabulary and sentences, gain understanding of Chinese grammar, and practice speaking, listening, reading, writing, translating and self-expression. Chinese history and culture will be taught through film, songs, video clips, and poetry.

Taught: Annually, in fall term

Note: Students who wish to take this course, but have another scheduled course that conflicts with the lab time of this course, may arrange for an alternate lab time. Please contact the instructor for assistance.

Credits: 4

### **CHIN 1120 – Beginning Chinese II**

Goals: To use Chinese to discuss food and drink, birthdays, student life, academics, shopping, and transportation. Students will be able to move between past, present, and future in Chinese and will be able to describe both objects and actions using a wide range of descriptive adjectives and adverbs. In addition to being able to recognize and type approximately 350 Chinese characters, students will also focus on writing Chinese characters and completing homework by hand.

Content: A textbook and two workbooks provide opportunities to learn vocabulary and sentences, gain understanding of Chinese grammar, and practice speaking, listening, reading, writing, translating and self-expression. Chinese history and culture will be taught through film, songs, video clips, and poetry.

Taught: Annually, in spring term

Language placement: The department recommends that students complete CHIN 1110 before taking this

course. Otherwise, students should do the online placement assessment for Chinese and contact the course instructor for placement advice.

Note: Students who wish to take this course, but have another scheduled course that conflicts with the lab time of this course, may arrange for an alternate lab time. Please contact the instructor for assistance.

Credits: 4

### **CHIN 3110 – Intermediate Chinese I**

Goals: To develop conversational ability around the topics of the weather, Chinese cuisine, directions and location, planning a party, and seeing a doctor. Students will also read stories in simple non-technical prose, and master the vocabulary and grammar introduced in their readings. This course is designed to help students to reach intermediate level communicative skills and to establish a solid base for more advanced language learning.

Content: A textbook and two workbooks provide opportunities to learn vocabulary and sentences, gain understanding of Chinese grammar, and practice speaking, listening, reading, writing, translating and self-expression. Chinese geography and regional cuisine will be taught through map exercises, folk songs, and film clips. Students will research a restaurant in China and present the regional dishes served there.

Taught: Annually, in fall term

Language placement: The department recommends that students complete CHIN 1120 before taking this course. Otherwise, students should do the online placement assessment for Chinese and contact the course instructor for placement advice.

Note: Students who wish to take this course, but have another scheduled course that conflicts with the lab time of this course, may arrange for an alternate lab time. Please contact the instructor for assistance.

Credits: 4

### **CHIN 3120 – Intermediate Chinese II**

Goals: To enable students to develop conversational ability around the topics of friendship and dating, housing and rent, fitness and leisure activities, and

international travel. Students will also gain an understanding of the wider Chinese-speaking world by researching communities in Singapore, Malaysia, Vietnam and other SE Asian countries. Students will also read stories in simple non-technical prose, and master the vocabulary and grammar introduced in their readings. This course is designed to help students to reach intermediate level communicative skills and to establish a solid base for more advanced language learning.

**Content:** A textbook and two workbooks provide opportunities to learn vocabulary and sentences, gain understanding of Chinese grammar, and practice speaking, listening, reading, writing, translating and self-expression. Knowledge of the diversity of the Chinese-speaking world will be explored through map exercises, articles, film clips, and online research on housing and apartment rental in Asia.

**Taught:** Annually, in spring term

**Language placement:** The department recommends that students complete CHIN 3110 before taking this course. Otherwise, students should do the online placement assessment for Chinese and contact the course instructor for placement advice.

**Note:** Students who wish to take this course, but have another scheduled course that conflicts with the lab time of this course, may arrange for an alternate lab time. Please contact the instructor for assistance.

**Credits:** 4

### **CHIN 3600 – Advanced Intermediate Chinese I**

**Goals:** To build advanced-level skills of self expression in Chinese, including giving opinions, summarizing content, offering detailed description, and making comparisons. Gaining a deeper understanding of Chinese history, festivals, famous poets and artists, and social etiquette is another key goal.

**Content:** Emphasis on reading comprehension and speaking; acquisition of new characters and grammatical structures; review of characters and grammar already studied.

**Taught:** Annually

**Language placement:** The department recommends that students complete CHIN 3120 before taking this course. Otherwise, students should do the online placement assessment for Chinese and contact the course instructor for placement advice.

**Note:** Students who wish to take this course, but have another scheduled course that conflicts with the lab time of this course, may arrange for an alternate lab time. Please contact the instructor for assistance.

**Credits:** 4

### **CHIN 3620 – Advanced Intermediate Chinese II**

**Goals:** To continue building advanced-level skills of self expression, including summarizing ideas and arguments, offering detailed description, making comparisons, and giving a speech to inform. Learning more about Chinese history, social etiquette, and contemporary issues, such as environmental protection, are additional goals.

**Content:** Emphasis on reading comprehension and speaking; acquisition of new characters and grammatical structures; review of characters and grammar already studied. Students will research a Chinese non-profit organization and write a professional letter of self-introduction.

**Taught:** Annually

**Language placement:** The department recommends that students complete CHIN 3600 before taking this course. Otherwise, students should do the online placement assessment for Chinese and contact the course instructor for placement advice.

**Note:** Students who wish to take this course, but have another scheduled course that conflicts with the lab time of this course, may arrange for an alternate lab time. Please contact the instructor for assistance.

**Credits:** 4

### **CJFS 1120 – Crime and Justice in America**

**Goals:** To introduce students to the basic framework of the American criminal justice system.

**Content:** This course provides a broad overview of the American criminal justice system. The course examines criminal justice decision-making, police, criminal law,

courts, prisons, and the juvenile justice system. This course is designed to introduce students to these broad topic areas and to explore the issues of equality and treatment, and the efficacy of criminal justice policy within the contemporary American criminal justice system.

Taught: Fall and spring

Credits: 4

### **CJFS 1150 – Drugs and the Human Body**

Goals: To introduce how drugs affect humans and society.

Content: Drug use and abuse; effects of various drugs; drug laws, regulations, and policies.

Credits: 4

### **CJFS 1400 – Diversity Issues in Criminal Justice**

Goals: To develop student's understanding of diversity in American Society, and develop increased understanding and awareness of student's own implicit and explicit biases regarding persons from different cultures, race, ethnicity, national origin, age, gender, economic position, sexual orientation, and persons with disability. Students will understand how these concepts relate to communication, attitudes, and behavior inside the criminal justice system to increase effectiveness in interactions between law enforcement and criminal justice professions with persons from diverse backgrounds.

Content: The course provides an overview of diversity and its importance in criminological studies and in the criminal justice system. The course will focus on issues related to race, gender, and economic equality and also disadvantaged persons from a variety of backgrounds to understand the relationship between the criminal justice system and citizens. The course content will cover historical and present social issues that relate to diversity and disparity in the criminal justice system.

Taught: Fall and spring

Prerequisite: CJFS 1120

Credits: 4

### **CJFS 3140 – Research Methods and Data Analysis**

Goals: To introduce the research methods and quantitative and qualitative data analysis techniques used in criminal justice research and practice.

Emphasis is placed on crime data analysis.

Content: This course covers the research process; research ethics; qualitative and quantitative research designs; sampling techniques; data collection, processing, and analysis; and writing and reporting research results.

Prerequisite: CJFS 1120 and one course in statistics (MATH 1200 or QMBE 1310) with grades of C- or better

Credits: 4

### **CJFS 3300 – Undergraduate Research in CJFS**

Goals: To apply research methodologies and the ways that graduate school research groups operate. To foster close student/faculty interaction as these parties join together in a research venture.

Content: Application of research methods including survey of relevant literature. Research methods could include the following dependent upon the proposed research study: experimental design, qualitative and quantitative methods, conducting a series of experiments, and analysis and presentation of data. Students enrolled in the course will work independently and with the instructor, and also attend laboratory/and or research group meetings. Students will learn research techniques and conduct investigations in a focused area of criminal justice or forensic science to be decided by the instructor.

Prerequisite: Instructor permission

Credits: 1-4

### **CJFS 3400 – Survey of Forensic Science**

Goals: To introduce the practice of forensic science and to recognize how physical evidence is identified and examined.

Content: Roles and responsibilities of forensic scientists; the nature of physical evidence; evidence collection, analysis, interpretation and admissibility in court; expert testimony.

Taught: Fall and Spring



Prerequisite: CJFS 1120 with a grade of C- or better

Credits: 4

### **CJFS 3410 – Crime Scene and Death Investigation**

Goals: Identify the role and responsibilities of a crime scene investigator. To develop skills in the investigation of crime scenes; to work individually and collaboratively to identify, collect, and preserve evidence; produce a thorough crime scene report, and discuss potential challenges posed by death scene investigation and complex crime scenes.

Content: This course will provide students with the basic competencies required of a crime scene examiner. This course will focus on developing a consistent approach to the processing of a crime scene. During the class, emphasis will be given to aspects such as entering and securing the crime scene; documentation; note taking; searching for physical evidence; chain of custody; collection and packaging of evidence; crime scene safety and processing of evidence. Procedures will be emphasized to ensure that evidence is protected and recovered for future laboratory examination such as latent prints, trace evidence, impression evidence and biological materials in accordance with known standards. Mock crime scenes are incorporated into this course to facilitate student application of knowledge in practical casework. Crime scenes will also focus on the development of specialized skills and techniques, such as those needed to investigate deaths potentially caused by blunt force injury, gunshot wounds, sharp force injury, and various other mechanisms of homicide.

Taught: Annually, spring

Prerequisites: CJFS 3400

Credits: 4

### **CJFS 3420 – Forensic Biology**

Goals: To develop skills in the analysis of biological evidence; and to understand the role of science in the legal system.

Content: Properties of biological evidence; evidence collection procedures; analysis and interpretation of

evidence; reporting analysis results; and admissibility of evidence and expert testimony.

Taught: Annually

Prerequisites: CJFS 3400 and BIOL 3060

Credits: 2

### **CJFS 3425 – Forensic Chemistry**

Goals: To introduce and develop the theoretical concepts and laboratory practices of quantitative forensic chemical analysis.

Content: This course covers underlying chemistry concepts and scientific methods as applied to the study of forensic evidence. Students will become familiar with the following topics: 1) the appropriate handling a storage of evidence/samples; 2) selecting the appropriate methods and procedures for the analysis of evidence/samples; 3) appropriate recording and storage of experimental results and data; 4) appropriate reporting experimental results; 5) the scope of chemistry and the law and providing expert testimony; and 6) troubleshooting and maintaining analytical instrumentation.

Prerequisite: CJFS 3400 and CHEM 1140 or 1500, grades of C- or better

Credits: 4

### **CJFS 3435 – Forensic Photography**

Goals: To analyze various scenarios to select the proper equipment and parameters which create a fair and accurate photographic representation of the evidence/scene for subsequent usage in criminal trials.

Content: This course focuses on the use of digital photography in the field of forensic science. Topics include the use of digital cameras, scanners, photomicrography, and macrophotography to document a wide range of evidence types. Students will also learn how such images may be processed and enhanced without compromising legal requirements.

Prerequisite: CJFS 3400 with a grade of C- or better

Credits: 2

### **CJFS 3440 – Forensic Fingerprint Examination**

Goals: To develop skills in the examination of fingerprints; and to understand the role of science in the legal system.

Content: Properties of fingerprint evidence; evidence collection procedures; analysis and interpretation of evidence; reporting analysis results; and admissibility of evidence and expert testimony.

Taught: Annually, spring

Prerequisites: CJFS 3400

Credits: 2

### **CJFS 3445 – Latent Fingerprints**

Goals: To understand and apply the current methods and procedures used in fingerprint collection, preservation, and development.

Content: This course covers the fundamentals and theory of identification techniques used in fingerprint development for processing crime scenes and evidence for latent prints, focusing on latent print development and preservation, including crime scene processing and blood prints. Students will learn and develop latent fingerprints on a variety of surfaces through practical laboratory and casework exercises as outlined by FBI and IAI standards.

Prerequisite: CJFS 3440 with a grade of C- or better

Credits: 2

### **CJFS 3450 – Forensic Firearm and Toolmark Examination**

Goals: To develop skills in applying the techniques used by forensic scientists in examining firearms and toolmarks, and to understand the role of science in medico-legal and forensic contexts.

Content: Course content will focus on the role of forensic firearm and toolmark examination in civil and criminal cases. Content specific to forensic firearm and toolmark examination will include properties of evidence, admissibility of evidence and expert testimony, evidence collection procedures, methods of evidence analyses, and interpretation and communication of results.

Taught: Annually, fall

Prerequisites: CJFS 3400

Credits: 4

### **CJFS 3460 – Topics in Forensic Science**

Goals: To engage in an advanced study in a specialized topic in the field of forensic science.

Content: An intensive study of a specific area of forensic science. Topics vary from semester to semester.

Taught: One to three times per year

Prerequisite: CJFS 3400 (grade of C- or better)

Credits: 2

### **CJFS 3610 – Forensic Toxicology**

Goals: To develop knowledge of the principles and methods of analyzing human subject samples for alcohol and other drugs and interpreting alcohol and drugs test results.

Content: Death investigation toxicology; human performance toxicology; forensic workplace drug testing; drug metabolism; pharmacokinetics and pharmacodynamics; analytical techniques; interpreting drug test results; expert witness testimony; working with attorneys.

Taught: Annually, spring

Prerequisite: CHEM 3450

Credits: 4

### **CJFS 3700 – Policing in America**

Goals: The objectives for this course are for students to understand police organizations/operations from a social science perspective.

Content: The course covers topics related to police conduct, community policing, police subculture, professionalization of the police, ethical decision making in law enforcement and evidence-based policing.

Taught: Annually, fall

Prerequisite: CJFS 1120 or LGST 1110, or instructor permission

Credits: 4

### **CJFS 3710 – Criminal Law and Practice**

Goals: To acquaint the student with the theory and practice of substantive criminal law.

Content: A study of the substantive aspects of criminal law, including traditional elements of crimes, statutory definitions, and judicial interpretations of specific crimes and motor vehicle offenses, as well as inchoate crimes, defenses to legal liability, and sentencing procedure.

Taught: Annually, spring

Prerequisite: CJFS 1120 or LGST 1110, or instructor permission

Credits: 4

### **CJFS 3715 – Mental Illness in Criminal Justice**

Goals: To develop an understanding of mental illness within the criminal justice system by examining research, public policy, history, and contemporary issues.

Content: Students will understand how serious mental illness interacts with policing, courts, and corrections. Topics include the relationship between mental illness and crime, the criminalization of mental illness, mental illness in jails and prisons, evidence based practices for working with mentally ill offenders, de-escalation techniques for police officers, and prevention and intervention policies.

Taught: Annually, spring

Prerequisite: CJFS 1120 or LGST 1110

Credits: 4

### **CJFS 3720 – Constitutional Issues in Criminal Procedure**

Goals: To acquaint the student with the theory and practice of criminal procedural law.

Content: An overview and critical examination of the procedural aspects of criminal law and issues relating to constitutional protections against unreasonable searches and seizures, unlawful gathering of incriminating evidence through interrogation and identification procedures, and the provision of legal counsel in criminal matters.

Taught: Annually, fall

Prerequisite: CJFS 1120 or LGST 1110, or instructor permission

Credits: 4

### **CJFS 3730 – Victimology**

Goals: To introduce students to the field of victimology through research, theory, history, policy and exploration of victims' roles in the criminal justice system and society.

Content: This course examines research on victimization including trends and rates of occurrence, current theoretical explanations of victimization, the history and development of the crime victims' rights movement in the United States, policies aimed at helping victims, and consequences of victimization for victims and society.

Taught: Annually, fall

Prerequisite: CJFS 1120 or LGST 1110 or PSY 1330 or SOC 1110, or instructor permission

Credits: 4

### **CJFS 3740 – Courts and Sentencing**

Goals: To introduce students to the history and current practices of the American criminal court system through the exploration of empirical research and theoretical frameworks.

Content: This course examines the role that the criminal court plays in society. It explores courtroom decision making from an interdisciplinary perspective, drawing on research and theory from criminological, sociological, and organizational perspectives. Specific topics include empirical research and theory on bail and pre-trial procedures, the roles and decisions of prosecutors, defense attorneys, judges, and juries, plea bargaining practices, sentencing guidelines, mandatory minimums and truth-in-sentencing reforms.

Taught: Annually, spring

Prerequisite: CJFS 1120 or LGST 1110, or instructor permission

Credits: 4

### **CJFS 3750 – Theories of Criminal Behavior**

Goal: The objectives for this course are for students to understand the causes of crime and why individuals commit crimes.

Content: The focus of this course are theories of crime and of criminal behavior and the contexts (individual and societal characteristics, family, and neighborhood) associated with crime and offending.

Taught: Fall and spring

Prerequisite: CJFS 1120 or SOC 1110 or PSY 1330

Credits: 4

### **CJFS 3760 – Juvenile Delinquency/Juvenile Justice**

Goals: To acquaint the student with the history and inception of the juvenile court; the evolution of adolescence; understand, evaluate and apply theories of delinquency; and describe the organization of the juvenile justice system and intervention strategies.

Content: Topics covered in this course include the historical development of the concept of delinquency, theories related to delinquent behavior, and how theories influence and impact the development of juvenile justice policy. The course will also cover the structure and operations of the juvenile justice system, and examine recent legal reforms and juvenile correctional strategies employed by professionals today.

Taught: Annually, spring

Prerequisite: CJFS 1120 or instructor permission.

For CCJ majors, it is strongly encouraged that you complete CJFS 3750 prior to enrolling in this course.

Credits: 4

### **CJFS 3770 – Punishment, Corrections and Society**

Goals: The objectives of this course are to provide students with an in-depth understanding of the issues and methods of punishment and social control used within American correctional practice and to review the empirical research assessing the effectiveness of correctional practice.

Content: This course examines theories of punishment and asks questions such as "Why do we punish and

how much? Is punishment a deterrent for future criminal offending behavior? What are current correctional, sentencing, and punishment techniques being used in the United States and do they lead to a more just society? The course will also cover theories of punishment, the structure and operations of the U.S jail, prison, and correction systems, and explore current correctional policies and their impact on individuals and society.

Taught: Annually, fall

Prerequisite: CJFS 1120 or LGST 1110 or PSY 1330 or SOC 1110 or SOCJ 1100

Credits: 4

### **CJFS 3780 – International Crime**

Goals: The course introduces crime in a global context, including international crime, the avenues for bringing perpetrators of international crimes to justice, and transnational crime.

Content: The course introduces crime in a global context, including international crime and the avenues for bringing perpetrators of international crimes to justice, as well as transnational crimes, including human smuggling and trafficking, the illegal drug trade, organized crime, cybercrime, piracy, and trade in illegal goods. Beyond this, we focus on inherently international (and contentious) issues in criminal justice including globalization, terrorism, drug trafficking, war crimes, human rights, and the International Criminal Court (ICC).

Prerequisite: CJFS 1120 or GLOB 1910 or LGST 1110 or PSCI 1430 with a grade of C- or higher.

Credits: 2

### **CJFS 3785 – International Criminal Justice**

Goals: This course introduces criminal justice administration (policing, judiciary, and corrections systems) in a comparative perspective.

Content: This course presents an introduction to criminal justice systems in a global perspective. We compare criminal justice in the United States to countries around the world to understand the interconnections between culture, politics, crime, and

the administration of justice. We focus on the three stages of the criminal justice system (police, courts, and corrections) and how these stages vary across nations.

Prerequisite: CJFS 1120 or GLOB 1910 or LGST 1110 or PSCI 1430 with a grade of C- or higher.

Credits: 2

### **CJFS 3800 - Inside-Out Prison Exchange**

The Inside-Out prison exchange program brings incarcerated individuals and Hamline undergraduates together to take a course behind prison walls to investigate issues related to crime, justice, freedom, inequality, and other social justice issues. Both inside and outside students will read various texts and write response papers throughout the semester. Students will work together to complete a class project. The course will take place at a Minnesota Department of Corrections Institution. This course is open to all Hamline undergraduate students who meet the prerequisite requirements.

Prerequisites: One of the following courses: CJFS 1120, CFST 1100, SOC 1110, SOCJ 1100, WSTD 1010, and at least sophomore standing. Additionally, all students must complete an essay and interview to obtain instructor approval.

Credits: 4

### **CJFS 3810 - Topics in Criminal Justice**

Goals: To engage in an advanced study in a specialized topic in the field of criminal justice.

Content: An intensive study of a specific area of criminal justice. Topics vary from semester to semester. Recent examples: Investigating Criminal Cases, Case Management for Court-Ordered Populations.

Taught: Once per year

Prerequisite: CJFS 1120 with a grade of C- or better

Credits: 4

### **CJFS 5400 - Professional Issues in Forensic Science**

Goals: To recognize challenges to forensic science examinations and professional issues facing forensic scientists.

Content: Accuracy and reliability of forensic science techniques; key legal rulings on the admissibility of scientific evidence; quality management; ethics; expert testimony.

Taught: Annually, spring

Prerequisites: CJFS 3400 and one forensic science elective (grades of C- or better)

Credits: 4

### **CJFS 5660 - Senior Capstone and Internship in CJFS**

Goals: To enable students to pursue internships and explore the connections between criminal justice and/or forensic science knowledge and skills and experiences in professional workplace settings.

Content: An exploration and application of discipline specific concepts to professional workplace practices; independent research projects and frequent on-campus seminars are designed to connect academic and internship experiences.

Taught: Fall and spring

Prerequisites: CJFS 1120, CJFS 3750 OR CJFS 3400, and senior standing

Note: The internship must be completed concurrently with the course. Students should contact the instructor well in advance of the beginning of the semester to discuss their internship placement site to assure prompt commencement of the internship. International students must connect with the GEC for CPT authorization prior to registering for this course and starting their internship.

Credits: 4

### **CJFS 5670 - Forensic Psychology and the Law**

Goals: Students will assess the latest theory, research, and practice of forensic psychology in the criminal justice system.

Content: This course examines the role that forensic psychology plays in the criminal justice system. Students will critically examine forensic psychology policy and procedure through a social scientific lens. Students will explore a variety of forensic psychology topics including assessment, expert testimony, psychopathy, the insanity defense, competency, lie

detection, eyewitness identification, and sexual offenses.

Taught: Annually, spring

Prerequisite: CJFS 3750, LGST 1110, and PSY 1480 with grades of C- or better

Credits: 4

### **CJFS 5790 – Crime Policy Evaluation**

Goals: The goal for this course is to cover "hot topic" crime programs and policies from a practitioner and research perspective. This course will be both writing and speaking intensive. By the end of the course, students will be able to describe and evaluate both the justification for use and efficacy of special criminal justice and crime policies using the crime policy evaluation hierarchy.

Content: Topics covered include, but are not limited to: Supermax prisons, juvenile waiver and transfer laws, drug policy, sex offender laws, and prisoner reentry initiatives.

Taught: Every other year

Prerequisites: CJFS 1120, CJFS 3750, a statistics course (CJFS 1140, MATH 1200, PSY 1340, or QMBE 1310), and junior or senior standing, or instructor permission

Credits: 4

### **COMM 1100 – Introduction to Communication Studies**

Goals: To introduce students to the field of communication studies by providing an overview of approaches to studying communication in a variety of contexts.

Content: An examination of the research and theory related to the dynamics of human communication. The process of attributing and sharing meaning, the effects of nonverbal behavior on interpretation and meaning attribution, the factors influencing interpersonal, small group, organizational, intercultural, and media in the digital age.

Taught: Every semester

Prerequisites: None

Credits: 4

### **COMM 1110 – Public Speaking**

Goals: To help students gain real-life skills in speaking in public, gain confidence, and enhance their ability to deliver oral presentations; to help students achieve the ability to undertake the research process, reason, and effectively identify what needs to be said in a given situation as well as the best way to say it; to practice the skills of critical listening, critical analysis of arguments, and effective advocacy that can enable students to become more engaged in effective and ethical public discourse.

Content: Theories of communication in public settings; factors influencing message creation, construction, and interpretation; utilizing research and evidence in creating effective arguments; adaptation to the communication situation and audience; addressing the diversity of values and viewpoints held by audience members; ethical issues in public communication; factors influencing effective delivery; stagefright.

Taught: Every semester

Prerequisites: None

Credits: 4

### **COMM 1320 – Introduction to Critical Media Studies**

Goals: To introduce students to conceptual frameworks of critical media studies; to create savvy media consumers by teaching them to understand forces behind media institutions that influence the ways they create messages; to learn to construct and express oral arguments pertaining to media issues more effectively and more academically.

Content: New media and old media, media theory, communications infrastructure, media ownership, media impact, media policy and law, media ethics.

Taught: Every semester

Prerequisites: None

Credits: 4

### **COMM 1650 – Argumentation and Advocacy**

Goals: To study argumentation theories, including historical perspectives and current approaches; to understand arguments as a method of inquiry and advocacy, and as a problem-solving tool; to consider

the ethical implications of formal and informal argument; to increase skills in critical thinking, in evaluation of evidence and reasoning, in developing strategies for the invention of persuasive argument, in evaluating formal and informal argument, and in justifying argumentation choices. To learn to construct and express oral arguments effectively in a public setting.

Content: Analysis of theories and strategies of argumentation; application of principles and theories of argumentation; emphasis on critical assessment of argumentation in a variety of contexts and media.

Taught: Every semester

Prerequisites: None

Credits: 4

### **COMM 3300 - Communication Research Methods**

Goals: To introduce a range of research methods used in studying communication; to develop an understanding of the purposes of communication research; to learn how to design a research project; to identify strengths and limitations of various research methods; to develop an appreciation of ethical issues in research.

Content: Various types of research methods, both qualitative and quantitative, such as experimental research, survey research, ethnographic research, textual analysis, content analysis, historical/critical research.

Taught: Annually

Prerequisite: COMM 1100 or instructor permission

Note: This course must be completed by the end of the junior year to be eligible for departmental honors. It is also a prerequisite for the Senior Research Seminar (COMM 5900).

Credits: 4

### **COMM 3320 - Media in the Digital Age**

Goals: To develop a capacity for strategic thinking and understanding of the creation, dissemination, consumption, and impact of mass media messages in the digital age.

Content: Analysis of theoretical approaches to studying and understanding traditional and convergent mass media messages in the digital age. The course examines historical development, current trends in media and communication technology as well as legal and ethical issues that affect individuals, society, democracy and a global community.

Taught: Annually

Prerequisite: COMM 1100 or COMM 1320, or instructor permission

Credits: 4

### **COMM 3360 - Interpersonal Communication**

Goals: To help students understand more about the ways communication functions in individual face-to-face interactions, including factors that influence interpretation, relationship development, and conflict management. Students have opportunities to examine their own individual communication interaction patterns in interpersonal situations.

Content: Examination of communication and self-image, impression management, self-disclosure, verbal and nonverbal codes, listening, relationship development and maintenance, conflict in face-to-face situations, interpersonal interaction and social media, analysis of communication interactions. Attention is given to theoretical as well as practical applications.

Taught: Annually

Prerequisites: None

Credits: 4

### **COMM 3380 - Small Group Communication**

Goals: To provide real-life experience in small task-oriented groups in order to examine communication interaction in small groups and teams; to gain an understanding of how group interactions and processes are influenced by communication, and how group interactions and processes in turn affect communication patterns; to gain an understanding of task issues as well as interpersonal relationships in groups and teams, and how communication affects

both; to provide opportunities to examine individual communication interaction patterns.

Content: Theories of communication as it functions in teams and small groups; problem-solving processes; phases of small-group interaction; development of norms, roles, group cohesiveness, climate, productivity, and leadership; analysis of the impact of power, status, conflict, and conformity on small-group and team interaction; pragmatic skills related to group presentations; methods to enhance group productivity.

Taught: Every semester

Prerequisite: COMM 1100 or junior/senior standing

Credits: 4

### **COMM 3390 - Organizational Communication**

Goals: To introduce the role of communication in organizational settings, with particular emphasis upon examining organizational dynamics as communication processes; to introduce classic and contemporary organizational communication theoretical approaches; to gain skills in applying theoretical concepts to the investigation of communication issues in actual organizations; to examine processes of organizational communication, including culture, socialization, leadership, technological processes, and diversity management processes.

Content: Organizational communication theories, approaches, perspectives, functions, and structures; organizational culture; communication processes in organizations; methods for conducting research in organizational settings.

Taught: Annually

Credits: 4

### **COMM 3420 - Media in Global Perspective**

Goals: To help students gain a theoretical and practical perspective on global mass media systems, both as national and international purveyors of information and culture. To examine and critically analyze the factors influencing media operations and content, including foreign policy, transnational media corporations, global civil society movement and digital media technology.

Content: Examination of social, cultural, political, technical, regulatory, economic, and linguistic factors that influence media systems around the world; examination of foreign policy, transnational media corporations, global civil society movement and digital media technology; analysis of national laws, ethics, and norms in relation to media systems, including patterns of import and export of media products, analysis of the relationship between media and culture.

Taught: Annually

Prerequisites: COMM 1100 or COMM 1320, or instructor permission

Credits: 4

### **COMM 3460 - Intercultural Communication**

Goals: To study the nature of communication as it is affected by cultural and co-cultural variables; to become familiar with philosophies and approaches to the study of communication and diversity; to experience dynamics of intercultural communication; to examine the relationship between culture and perception, thought, language, and behavior; to examine how culture influences and plays a role in public and private communication interactions (e.g., interpersonal relationships, communication in small-group and organizational settings, argumentation, mass communication).

Content: Philosophies and theories of intercultural communication; application of concepts and issues to actual experiences; discussion of the influence of culture on all aspects of communication; emphasis is on understanding the relationship of culture to communicative practices and meaning systems.

Taught: Annually

Prerequisite: COMM 1100 strongly recommended

Credits: 4

### **COMM 3480 - Media and Global Environmental Conflicts**

Goals: This course examines the role news and popular media (e.g. advertising, micro-marketing, social networking such as web 2.0) play in setting agenda and constructing meanings of various issues in global



environmental discourse. The students will learn to expand understanding in how language and image shape human perception about the natural world; to critically examine the structures and implications of environmental representation; to analyze the ways in which environmental issues are framed by different media; and to understand the complex relationship between economic development that fosters consumer culture and the environment.

Content: The course is presented in the forms of both theoretical analysis and practical media writing. The coursework involves general reading and discussion on different stages of world development, social change, environmental impacts, and the global politics of sustainable development with a central focus on how mass media make meanings of these issues.

Note: Student evaluation is based on class participation, discussion, examinations, essays and the student's weblog production.

Taught: Annually

Prerequisite: COMM 1100 or COMM 1320, or instructor permission

Credits: 4

### **COMM 3560 – Communication in Conflict Situations**

Goals: To learn about the dynamics of communication interaction in conflict situations; to explore approaches to dealing with conflict, including examining the strengths and weaknesses associated with communication styles, tactics, strategies, uses and expressions of power, the impact of "face," the impact of culture, and framing; to become familiar with and examine the role of third-party intervention; to develop greater awareness of the consequences associated with one's own communicative choices in conflict situations.

Content: The role that communication plays in conflict situations, the general principles of communication in conflict, including the way communities develop and share symbolic world views that may come into conflict with those held by different communities. Examination of approaches to dealing with conflicts, such as problem resolution approaches, mediation, and

negotiation strategies. Students will apply the theoretical perspectives to individual interpersonal conflict situations as well as to contemporary societal conflicts.

Taught: Alternate years

Prerequisite: None

Credits: 4

### **COMM 3670 – Gender, Communication, and Knowledge**

Goals: To increase awareness of the relationship of communication and gender; the portrayal of gender in public discourse; the influence of gender socialization in developing communicative behaviors and interpretive frames; and the implications of societal response to communication as it relates to gender.

Content: Examination of research into gender differences and communication; examination of public messages as they influence perceptions of women and men; analysis of historical processes as they have influenced current perceptions of gender.

Taught: Annually

Credits: 4

### **COMM 3960 – Field Experience Seminar**

Goals: To support and strengthen the academic component of internships and field experiences.

Content: A focus on the workplace experience in the context of the liberal arts and communication research findings.

Taught: Summer

Prerequisite: Instructor permission

Credits: 4

### **COMM 5900 – Senior Research Seminar**

Goals: To synthesize prior learning in the communication studies discipline through a senior capstone experience; to explore significant issues in communication studies through intensive individual research.

Content: Individual students will engage in and present the results of major independent research projects that

apply the knowledge and skills they have gained in the discipline. The seminar affords an opportunity for students to pursue individual interests in communication studies in depth.

Taught: Annually

Prerequisites: COMM 1100, COMM 3300, completion of at least 32 credits in the major, senior standing, and instructor permission

Note: Course is restricted to senior majors only.

Credits: 4

### **DMA 1100 – Introduction to Digital Media Arts**

Goals: To outfit students with a conceptual and technical foundation for making digital media art.

Content: This course positions digital media arts at the multidisciplinary intersection of art and media.

Combining hands-on projects with readings and discussions, students will consider key concepts of new media and question the impact of these media on contemporary culture through creative production.

Students will spend the semester studying and developing art projects in a range of digital forms: web pages, raster images, motion graphics, 3d images and prints, and interactive games.

Taught: Fall and spring

Credits: 4

### **DMA 1120 – Fundamentals of Design**

Goals: To enable students to apply basic formal principles of visual design in the creation and analysis of simple 2d digital media projects. Enable students to apply design thinking strategies to develop an effective work process in design.

Content: This course introduces students to the fundamental concepts of visual design: picture plane, figure/ground relationships, scale and proportions, pattern, composition, value, color, methods for conveying time and spatial illusion. In addition to introducing formal design strategies, the course introduces methods of idea generation, digital image generation, and critique / peer review, and examines issues of content and the historical/cultural context in which works of art are produced.

Taught: Fall and spring

Credits: 4

### **DMA 1300 – Creative Coding**

Goals: To develop a basic ability to build dynamic, interactive, expressive applications using the Processing computer language. To develop an understanding of the unique artistic opportunities that computer programming enables. To develop basic proficiency in computational thinking skills – breaking down complex problems into smaller pieces, building and testing algorithms, abstracting specific solutions into more general ones, using data to represent real world phenomena.

Content: Creative Coding is a beginning level programming class for artists and makers. Students learn to make dynamic, interactive, expressive applications using Processing, a programming language designed for artists. The course is designed for complete beginners, no previous programming experience is required. Students develop skills through a sequence of creative assignments; coursework culminates in a major final project and exhibition. The course will also highlight groundbreaking work of artists using these kinds of programming tools and examine how the computer enables new forms of expression.

Credits: 4

### **DMA 1410 – Digital Photography I**

Crosslisted: Also listed as ART 1900

Goals: To develop fundamental abilities in photography including mastering technical vocabulary, understanding of the photographic process, managing digital files, basic photo editing and adjustment, printing techniques.

Content: Technical vocabulary and required skills, parts of the camera, understanding camera controls and options, framing a shot, shooting successfully in different conditions. Participants will also gain knowledge of the history of the development of photography and practice in analyzing and critiquing photographic images.

Taught: Annually, fall and spring

Note: Students with extensive experience in Digital Photography should contact the Department for a portfolio review to see if their work qualifies them for a 3000 level photography course.

Credits: 4

### **DMA 1420 – Digital Video I**

Goals: To enable students to develop an informed and personal approach to making digital video art. To master contemporary production techniques. To develop and refine perceptive, expressive and critical skills.

Content: This course is a hands-on workshop in the fundamentals of using digital video as an expressive time-based medium. By solving a series of creative challenges students will learn the basic properties of video form and master rudimentary technical skills required to shoot, edit, and finish HD video.

Taught: Annually

Note: Students with extensive video production experience should contact the Department for a portfolio review to see if their work qualifies them for a 3000 level video course.

Credits: 4

### **DMA 1450 – Graphic Design I**

Goals: To develop basic skill sets and fundamental conceptual frameworks for both creating and analyzing graphic communications across a variety of communication uses.

Content: The course covers the process of research, ideation, digital concept development and final execution to deliver design solutions that blend professional graphic design practices with methods of self-expression. Students will study how a composition is "read" by a viewer, theories of design and typography, ethical considerations in design practice, and historical and contemporary trends in visual communication.

Taught: Annually

Prerequisite: DMA 1120

Credits: 4

### **DMA 1460 – Web Design I**

Goals: To develop basic technical skills and conceptual framework for creating engaging web sites using HTML and CSS.

Content: Web Design is a project-based course covering an overview of internet operations, hand-coding pages with HTML5/CSS3, utilizing an editor, optimizing media for web use, managing site materials, applying visual design principles to web products, analyzing interactive design and usability. Students spend the semester building a website with industry standard tools.

Taught: Annually

Credits: 4

### **DMA 1470 – Animation I**

Goals: To develop basic skills in the creation of animated characters and environments sufficient to sustain a short narrative. To develop the critical and technical skills necessary to form and evaluate animated work for its abilities to sustain a narrative and/or critically communicate to an intended audience.

Content: An overview of the development of digital animation as an artist's tool, work flow processes in animation design and realization, software options and uses for digital animation, storyboard creation and constructing an animation sequence. Students will be working on a number of animation projects during the semester.

Taught: Annually, spring

Credits: 4

### **DMA 1480 – Digital Audio I**

Goals: To develop basic skills in the creation and critical analysis of digital audio production and playback.

Content: The course provides basic skills in both field and studio audio recording techniques. Technical content includes operation of sound boards, microphone selection and placement, working with both spoken word and musical performances in live settings, and editing techniques and practices. The course also includes units on critical analysis of sound

production, copyright issues, and the development of audio recording.

Taught: Annually

Credits: 4

### **DMA 1490 – Fundamentals of Making**

Goals: This course builds the foundation upon which emerging digital media artists will establish a meaningful and effective practice of 'making.' In this course, making is understood as the practice of creating hybridized digital media artworks with a strong do-it-yourself (DIY) spirit that incorporates research, prototyping, feedback, problem solving, and iteration. Students will employ digital and hybridized tools to engage with 3D and 4D forms, such as kinetics and interactivity, to create audio-visual artworks.

Content: Students will gain fundamental electronics, programming, and design skills through breadboarding and soldering electronic circuits, interfacing sensors and actuators with microcontrollers, building multimedia software applications, and using digital fabrication to manufacture physical interfaces for their projects. Students will learn the fundamental terms, technologies, resources, and research practices necessary for developing novel and compelling digital artworks. Whenever possible, students will also work collaboratively with students in other classes, such as studio arts/sculpture.

Taught: Annually

Credits: 4

### **DMA 3410 – Digital Photography II**

Crosslisted: Also listed as ART 3900

Goals: To build on the skills developed in DMA 1410 through more advanced camera operations, enhanced editing work (including Photoshop), understanding of the advantages and disadvantages of different file formats, advance printing and image manipulation work.

Content: Camera control in manual operations under different conditions, managing technically complex shots, effectively using lenses and filters. Image adjustment in Photoshop. History of recent

developments in digital photography. Tutorials in analyzing and critiquing photographic work.

Taught: Alternate years

Prerequisite: DMA 1410 (or ART 1900), grade of C- or better

Credits: 4

### **DMA 3420 – Digital Video II**

Goals: Building on the fundamental concepts and skills learned in Digital Video I, the primary objective of this course is to strengthen expressive abilities and technical skills in video through the application of film production techniques. A secondary goal is to foster collaborative skills required for effective filmmaking practice.

Content: Students further develop artistry and production skills by producing their own short films. Class topics cover all stages of production from concept to final mix including: idea generation, scriptwriting, pre-production planning, lighting, shooting, editing, sound mixing, output compression and distribution. In addition, students study short film form by watching, analyzing, and discussing a wide variety of short films. Film production is a collaborative endeavor and students will develop collaborative skills by working in small teams to realize film projects. The class will consist of detailed demonstrations, hands-on practice, projects, readings, lectures, screenings, and critiques.

Taught: Alternate years

Prerequisites: DMA 1420, grade of C- or better

Credits: 4

### **DMA 3450 – Graphic Design II**

Goals: To build project development skills: idea generation, sketching, refinement, project planning and timely completion of projects. To refine graphic design software skills, develop the ability to evaluate design using advanced principles and proper industry vocabulary. To extend knowledge of the historical influence on design.

Content: This is a studio-based project course in which students apply and expand their knowledge of design,

typography, and production techniques to produce a portfolio of designed artifacts. The course combines seminar, critiques and lab production. It includes extensive development of design skills through critiques, practice articulating design concepts through peer evaluation, the application of effective design strategies and the study and discussion of design history.

Taught: Annually

Prerequisite: DMA 1450, grade of C- or better

Credits: 4

### **DMA 3460 - Web Design II**

Goals: To enable students to integrate Javascript, HTML, CSS for control of visual appearance and interactivity of web pages and apply basic principles of interactive design.

Content: This is a project-based course in which students learn to harness the full power of HTML5 through the integration of three web technologies: HTML, CSS and Javascript. By building highly interactive web experiences, students learn the fundamentals of controlling visual appearance of the web page through JavaScript programming. In addition, the course explores the basic principles of interactive design.

Taught: Alternate Years

Prerequisite: DMA 1460

Credits: 4

### **DMA 3480 - Digital Audio II**

Goals: This course will provide students the fundamental skills necessary to engineer and produce all aspects of the motion picture soundtrack. Students will produce a series of audio post-production projects, culminating in a final project in which a complete, professional sound track is designed from the ground up.

Content: Topics include production (location) sound, Foley recording and editing, dialog recording and editing, sound effects (SFX) design, sound design, automated dialog replacement (ADR), music editing, microphone and recording techniques, synchronization, working with clients, and production workflow. Special

emphasis will be placed on sound design tools and techniques, including MIDI, synthesis, and sampling.

Taught: Alternate years

Prerequisite: DMA 1480, grade of C- or better

Credits: 4

### **DMA 5420 - Digital Video III**

Goals: Building on the fundamental concepts and skills learned in Digital Video II, the primary objective of this course is to strengthen expressive abilities and technical skills through additional film production projects. A secondary goal is to foster collaborative skills required for effective filmmaking practice.

Content: Students further develop artistry and production skills by producing their own short films. Class topics cover all stages of production from concept to final mix including: idea generation, scriptwriting, pre-production planning, lighting, shooting, editing, sound mixing, output compression and distribution. In addition, students study short film form by watching, analyzing, and discussing a wide variety of short films. Film production is a collaborative endeavor and students will develop collaborative skills by working in small teams to realize film projects. The class will consist of detailed demonstrations, hands-on practice, projects, readings, lectures, screenings, and critiques.

Taught: Alternate years

Prerequisite: DMA 3420, grade of C- or better

Credits: 4

### **DMA 5450 - Graphic Design III**

Goals: To demonstrate and apply a professional understanding of formal principles, software skills, and project development skills: idea generation, sketching, refinement, project planning, and timely completion of projects. To build advanced projects in an environment of peer review and critique.

Content: This is a studio-based project course in which students apply and expand their knowledge of design, typography, and production techniques to produce a portfolio of designed artifacts. The course combines seminar, critiques and lab production. It includes

extensive development of design skills through critiques, practice articulating design concepts through peer evaluation, and the application of effective design strategies.

Taught: Annually

Prerequisite: DMA 3450, grade of C- or better

Credits: 4

### **DMA 5480 – Digital Audio III**

Goals: Students will build upon knowledge gained in Digital Audio II to advance audio post-production experience, proficiency, and practice. This course will provide students the advanced skills necessary to engineer and produce all aspects of the motion picture soundtrack. Students will produce a series of audio post-production projects, culminating in a final project in which a complete, professional sound track is designed from the ground up.

Content: Students will work with the instructor to conceptualize and produce collaborative and independent audio projects. Topics include production (location) sound, Foley recording and editing, dialog recording and editing, sound effects (SFX) design, sound design, automated dialog replacement (ADR), music editing, microphone and recording techniques, mixing, and production workflow. Special emphasis will be placed on sound design tools and techniques, including MIDI, synthesis, and sampling.

Taught: Alternate years

Prerequisites: DMA 3480, grade of C- or better

Credits: 4

### **ECON 1100 – Principles of Economics**

Goals: This is an introductory course in economics. The primary goal is to develop an understanding of the tools and approaches used by economists, and then apply that understanding to current economic issues. This will help you to interpret economic news and economic data while also forming your own opinions.

Content: We will cover both microeconomics (investigating decisions by individuals and firms) and macroeconomics (examining the economy as a whole). We will also examine the role of government in

domestic and international markets. The course will also provide a strong foundation for those of you who want to continue with additional study of economics.

Credits: 4

### **ECON 1200 – Big Data & Social Issues**

Goals: The course has three principal learning objectives: 1) to introduce students to social science research on key social and economic issues, 2) to teach students how to analyze data using quantitative methods, and 3) to show students how practitioners are using data to analyze social problems.

Content: This course will show how "big data" can be used to understand and explore some of the most important social and economic problems of our time. The course will give students an introduction to research in applied economics and social science that does not require prior coursework in Economics or Statistics. Topics include equality of opportunity, education, health care, climate change, and crime. In the context of these topics, the course will also provide an introduction to basic statistical methods and data analysis techniques using R (statistical software).

Credits: 4

### **ECON 1500 – Methods and Modeling for Economics, Finance, and Analytics**

Goals: To understand the basic modeling and methods essential for undergraduate students of economics or other quantitative business-oriented disciplines.

Content: Preparation for students to structure and analyze quantitative problems, providing the mathematical foundation for future study of econometrics, economic theory, or other upper-level analytics topics. Main topics include linear equations, matrices, and nonlinear optimization.

Taught: Fall term

Note: This course is open to all students. Economics and business analytics students may not count both MATH 1170 and ECON 1500 toward the major or minor. If you have already taken MATH 1170 or its equivalent, you may wish to speak to an advisor or department chair before enrolling in this course.

Credits: 4

### **ECON 3100 – Intermediate Economic Theory**

Goals: To deepen students' understanding of economic theory, building on the foundation they received in introductory economics. Students will learn how to develop, analyze and interpret models of economic behavior using graphical, algebraic and calculus-based methods.

Content: This course will examine classic theories of consumer and producer decision-making, in a variety of economic contexts. Constrained optimization, graphical analysis, and game theory methodology will be used to explore allocation decisions made by consumers, firms, and governmental units. These theories will also be used to understand macroeconomic outcomes, such as unemployment, inflation and economic growth.

Taught: Spring term

Prerequisites: ECON 1100, and Math 1170 or ECON 1500 with grades of C- or better

Credits: 4

### **ECON 3200 – Judgement and Decision Making**

Crosslisted: Also listed as PSY 3200

Goals: Students in this course will be able to articulate the history of Judgement and Decision Making (JDM) research, explain key JDM theories, and apply JDM theories to specific areas of human behavior using appropriate methodology from economics or psychology.

Content: We make judgments and decisions on a daily basis: some are trivial, others consequential; some are made as individuals, others as part of a larger household or organization. How do humans arrive at judgments and decisions in varied contexts? This course provides an overview of the topics in judgment and decision making (JDM) under conditions of risk, uncertainty, interdependence, or bounded rationality. We will apply JDM theories to varied contexts (e.g., medical decision making, consumer behavior, discrimination, and gambling), explore the history of this field of study, and contrast methodological approaches used to study JDM in psychology and economics.

Prerequisite: ECON 1100 or ECON 1310 or PSY 1330 (grade of C- or better)

Credits: 4

### **ECON 3710 – Labor Economics**

Goals: To provide students a well-balanced presentation of models of labor economics, applications, policies, and major analytic areas within labor economics. This course will also address labor market issues with race and gender perspectives.

Content: Labor market analysis, labor unions and collective bargaining, government and the labor market, theories of labor market discrimination, wage differentials, poverty and income inequalities, and race and gender issues of the labor market.

Prerequisites: ECON 1100 and QMBE 1310 (or equivalent statistics course), with grades of C- or better, or consent of the instructor.

Credits: 4

### **ECON 3720 – International Economic Development**

Goals: To gain understanding of the problems and issues of economic development and to examine and appraise the major prevailing approaches to those problems.

Content: Developing as well as high-income market economy perspectives; concepts of growth and development; major contemporary approaches; diversity among the Third World countries; dualism; cultural factors; population, labor, migration and education; poverty and inequality; strategies for investment and structural transformations; international trade, investment and development; planning, control, and macroeconomic policies.

Prerequisites: ECON 1100 and QMBE 1310 (or equivalent statistics course), with grades of C- or better, or consent of the instructor.

Credits: 4

### **ECON 3730 – International Trade and Finance**

Goals: To acquaint students with the evolving patterns of trade and investments in the global economic environment and with the major issues confronting

national and international institutions of trade and finance.

Content: Topics covered include theories of foreign trade with perfect and imperfect competition. Trade policy issues, protectionism, and U.S. trade policies and its institutional settings. The effects of growth and factor mobility on trade, balance of payments, foreign exchange markets, foreign exchange regimes, foreign exchange determination, and economic policy in an open economy.

Prerequisites: ECON 1100 and QMBE 1310 (or equivalent statistics course), with grades of C- or better, or consent of the instructor.

Credits: 4

### **ECON 3740 - Economics of Public Finance**

Goals: To study the theoretical and empirical issues surrounding governmental decisions. Students will analyze and debate public finance topics and examine the implications of policy options for society.

Content: This course focuses on governmental revenues, expenditures, debt-financing and related policy decisions. Effects of the budget and policy on income distribution, stabilization, efficiency and economic growth are also considered.

Prerequisites: ECON 1100 with a grade of C- or better, or consent of the instructor

Credits: 4

### **ECON 3750 - Behavioral and Experimental Economics**

Crosslisted: Also listed as MKTG 3755

Goals: To broaden the students' understanding of economic theory by incorporating knowledge from other social sciences and by expanding traditional economic models to better understand and predict human behavior.

Content: Evidence suggests that human beings often do not behave according to the strict rational-actor assumptions inherent in traditional economic theory. This new and growing field of economics seeks to improve our ability to predict and understand phenomena including altruism, trust, reciprocity, and loss-aversion. The course will incorporate economics

experiments and game theory methods to examine human behavior. These concepts will be applied to a wide range of contexts, from consumer or investor behavior to health care, dating, and procrastination.

Taught: Alternate years

Prerequisites: ECON 1100 and QMBE 1310 (or equivalent statistics course), with grades of C- or better, or consent of the instructor

Credits: 4

### **ECON 3770 - Environmental Economics**

Goals: To introduce students to the study of environmental issues and resource use, applying economic perspectives and tools.

Content: This course examines various environmental issues (e.g., pollution, climate change, energy sources) from an economic perspective. Topics include market failures, challenges of economic development, resource management and allocation, and public policy options. Particular attention is paid to cost-benefit analysis, as it is applied to environmental problems.

Prerequisites: ECON 1100 and QMBE 1310 (or equivalent statistics course), with grades of C- or better, or consent of the instructor.

Credits: 4

### **ECON 3820 - Econometrics**

Goals: To enable students to understand and use economic indicators, time series, and regression analysis in model building and forecasting.

Content: Estimating model parameters, hypothesis testing, and interpreting economic data.

Taught: Fall term

Prerequisites: ECON 1100 and Statistics (QMBE 1310 or MATH 1200) with grades of C- or better

Credits: 4

### **ECON 3860 - Junior Seminar in Economics**

Goals: To prepare students for the Senior Seminar in Economics, where they will complete an independent research project with theoretical and empirical components.



Content: This course will guide the students through the development of an independent research proposal, including literature review, hypothesis construction and model development. Students will create a written proposal and deliver presentations.

Taught: Spring term

Prerequisite: ECON 1100 with a grade of C- or better

Credits: 2

### **ECON 5860 – Senior Seminar Economics**

Goals: To develop and test economic models through in-depth, independent research in theoretical and applied economics.

Content: Research methodology and recent analytical and theoretical approaches to questions on topics such as the environment, health care, industrial organization, international economics, labor, money and banking, regional and urban economics, and welfare economics. Students choose a research topic, review the literature, construct a theoretical model, and collect and analyze data for final presentations.

Taught: Spring term

Prerequisites: ECON 3100 and ECON 5820 (grades of C- or better), or consent of the instructor.

Credits: 4

### **EDU 1150 – Schools and Society (with Lab)**

Goals: To understand the profession of teaching from historical, philosophical, sociological, and practical viewpoints. To understand the development of our public school systems and the role schools can play in a pluralistic society such as the U.S.

Content: Important events and personalities that have shaped the public school system in the United States; theories of education; the major professional and political issues facing teachers, students, and parents, especially as related to standards and testing; school-based classroom observation and teacher assistance.

Taught: Fall and spring terms

Corequisite: Concurrent registration in EDU 1250 – Educational Psychology if pursuing teaching license

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

The lab consists of a 20-hour required clinical in a local school. Students who have transferred in the equivalent course content without clinical experience should see the Department Chair to coordinate enrollment in a 1-credit Independent Study to earn the course equivalent.

Credits: 4

### **EDU 1250 – Educational Psychology**

Goals: To develop a working knowledge of various principles and theories based in the discipline of psychology, for example, theories of cognitive, social, and emotional development and the practical application of these principles and theories to the teaching/learning process.

Content: Survey theories of learning, motivation, and intelligence; theories of cognitive, social, and emotional development; and, influences of social and cultural background on development and learning. Learn about assessment and evaluation and the theoretical bases for instructional models. Conduct a case study analysis of a K-12 student.

Taught: Fall and spring terms

Corequisite: Concurrent registration in EDU 1150 – Schools and Society if pursuing a teaching license

Credits: 4

### **EDU 3260 – Theory to Practice (with Lab)**

Goals: This is an introductory methods class in which students will apply theories of early adolescent development, learning, instruction, and assessment to classroom situations.

Content: Analysis of teaching and learning instructional theory; structuring and managing the learning environment; strategies for assessing learning; designing developmentally appropriate learning opportunities to incorporate different approaches to learning, learning styles, and multiple intelligences; and strategies for culturally responsive instruction. Includes a 20-hour guided clinical experience with middle school students.

Taught: Fall and spring terms

Prerequisites: EDU 1150 and EDU 1250

Corequisite: GED 7801 if pursuing a teaching license

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

The lab consists of a 15-hour clinical in a local school. Students who have transferred in the equivalent course content without clinical experience should see the Department Chair to coordinate enrollment in a 1-credit Independent Study to earn the course equivalent.

Credits: 4

### **EDU 3500 – Diversity and Education (with Lab)**

Goals: Understand the impact of diversity in the classroom: race, culture and ethnicity, class, gender, disability, language, and sexual orientation. Explore nature, causes, and effects of prejudice. Experience instructional methods that enhance the school success of all children. Approved by the Minnesota Department of Education as satisfying the Education 521 Human Relations requirement.

Content: Students will examine how students' culture, religion, race, gender, class and abilities, as well as their interactions with teachers and peers, play important roles in shaping their achievement, adjustment and identity in schools; study how our personal identities and cultural histories of race, class, gender, ability, and sexuality affect our teaching philosophies, and explore how our personal values and beliefs shape our teaching practices; investigate the popular myths and histories we have learned in our own schooling, families, and social experiences and survey how the forms of truth and fiction portrayed by popular sources such as school textbooks and media shape our values and beliefs; identify the implications of inclusive and non-inclusive education, specifically looking at ways to create a positive classroom climate that enhances the academic and social experiences of all students.

Taught: Fall and spring terms

Prerequisites: EDU 1150 and EDU 1250

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

The lab consists of a 20-hour required clinical in a local school. Students who have transferred in the equivalent course content without clinical experience should see the Department Chair to coordinate enrollment in a 1-credit Independent Study to earn the course equivalent.

Credits: 4

### **EDU 3660 – Crucial Issues in Education**

Goals: To research and critically examine a particular set of issues connected with the profession of education.

Content: Topics will vary from year to year. Recent topics have included education and the media, immigrant and refugee students in U.S. schools, the achievement gap, educational policy.

Taught: Winter term

Credits: 4

### **EDU 5860 – Teaching STEM**

Goals: To provide students with opportunities to further develop skills in teaching introductory STEM courses, including developing lesson plans, learning activities, and instruments for assessment.

Content: Students pursuing a STEM Education major will work with their mentor in the course of their choice in the field of their concentration. They will develop an activity for the course and an instrument for assessment of student learning as the result of this activity. Students will write a series of reflections and a report on the lesson plan, learning activity, and its effectiveness.

Students register for this course as an individual study.

Credits: 4

### **EDU 5880 – Standards of Effective Practice Project**

Goals: To prepare students for success with student teaching; for effective research and writing within the profession of teaching; and to present themselves professionally on the job market.

Content: This course will revisit the Standards of Effective Practice for Beginning Teachers (as laid out by the Minnesota Professional Educator License and

Standards Board), ensuring that students are prepared to succeed in each area prior to student teaching. Students will document their readiness to student-teach by creating a professional teaching portfolio that can be used as they enter the teaching job market.

NOTE: Students should take this course during their senior year and before student teaching.

Prerequisite: Senior status and a declared major in Education, with concentration in Elementary, ESL, or Special Education

Credits: 1

### **EDUC 7601 – Introduction to Adult Education**

This course familiarizes teachers with the field of adult education and its major components. This course explores the theoretical underpinnings of adult learning and how these take shape in today's adult education classrooms. The course includes an emphasis on the skills needed for adults to transition to deeper engagement within their communities, high school completion, and increasing achievement in careers and post-secondary settings. Sections of the course concentrate on many of the essential components of adult basic learning, including effective communication, numeracy, and literacy.

Credits: 4

### **EDUC 7636 – Course Design for Adult Education Classes**

Adult learners come to educational programs for a variety of reasons: some need basic skills or English for the workplace; some are seeking a GED/high school equivalency; others plan to study at a community college or university. In this course, participants explore the principles of needs assessment and course design and learn tools to develop courses tailored to students' language and learning needs. They create curricula and materials for use in their own programs that prepare adults for the demands of the 21st century.

Credits: 2

### **EDUC 7638 – Assessment in Adult Education**

This course addresses the entrance and exit criteria for adult education and ESL programs and provides guidance on how to evaluate student progress. The politics of testing and assessment are explored as well. Participants learn how to conduct valid and reliable formal and informal assessments of adult learners, and they develop authentic assessment tools for academic and workplace settings.

Credits: 2

### **EDUC 7690 – ABE Field Experience**

Students meet individually with their faculty advisor to review portfolio requirements (as detailed in the syllabus) and provide documentation of hours in adult classrooms.

Credits: 1

### **ENG 1100 – English Composition from Multiple Linguistic Perspectives**

Goals: As preparation for FYW 1120, the course will help international students develop the writing skills necessary for college-level course work.

Content: Focus on writing and rewriting with an emphasis on the particular needs of non-native speakers of English.

Taught: Annually

Credits: 4

### **ENG 1200 – Introduction to English Studies**

Goals: To interpret texts in relation to historical, cultural, and intellectual contexts and value systems; to identify broader historical, cultural, and intellectual movements that shape and are shaped by texts; and to recognize textual production and consumption as ethical, organizational, and cultural practices.

Content: This is a topics course. Each of the distinct topic offerings engages in a survey of literary, cultural, and rhetorical texts that will provide students with core knowledge and skills for the discipline and more broadly vital for success at and beyond Hamline.

Course topics may include studies of periods and movements; studies of texts comparatively and

thematically, situated in their respective historical and cultural contexts; studies of genres and modes of academic, professional, and public communications; and studies of literary, cultural, and rhetorical movements.

A student may register for this course more than once for different topics.

Taught: Fall and spring

Credits: 4

### **ENG 1800 - Introduction to Professional Writing and Rhetoric**

Goals: To survey common genres and audiences of professional writing in their organizational, cultural, and ethical contexts. To introduce fundamental principles of rhetorical theory and how they can be applied to the analysis and production of professional communication.

Content: Genres and emphasis may vary from semester to semester. Possible genres include: proposals, reports, infographics, memos, apologies, user and feasibility testing, and job application materials. Students will focus on the rhetorical, ethical, technological, legal, and pragmatic elements of producing professional writing for diverse audiences and purposes.

Taught: Fall and spring

Prerequisite: Sophomore standing and FYW 1120 or its equivalent

Credits: 4

### **ENG 1900 - Introduction to Literature and Criticism**

Goals: To introduce readers to a critical relationship with literary form that is the foundation of the discipline of English. The course investigates literature and writing as a site of cultural production and consumption, leading to a self-reflexive development of critical thinking through the close reading of texts in different genres. Students acquire critical terminology and practice interpretive strategies.

Content: Close reading of and writing about selected works from various cultures, genres, and periods.

Taught: Fall and spring

Prerequisite: FYW 1120 or its equivalent, or concurrent registration

Credits: 4

### **ENG 3020 - Literary and Cultural Theory**

Goals: To introduce students to theoretical approaches to texts and to the practical applications of literary theory. Students should take this gateway course in the sophomore year in conjunction with declaring a major/minor. This course builds on the learning experiences introduced in FYW 1120, the surveys, and ENG 1900: Introduction to Literature and Criticism and prepares students for success in 3000-level writing and literature courses and the senior seminar. Required for many 3000-level courses.

Content: Reading and discussing representative 20th and 21st-century critical approaches to the study and understanding of written texts and producing analytical essays that apply critical methods to selected texts.

Taught: Fall and spring

Prerequisite: ENG 1200 or ENG 1800

Note: The English department recommends that students complete ENG 1900 before enrolling in this course. This course is not recommended for first year students.

Credits: 4

### **ENG 3100 - Introduction to African-American Studies**

Goals: To develop an understanding of several key issues in African American Studies emphasizing close textual reading and analysis. Additionally, students participate in academic service learning to synthesize textual and experiential learning.

Content: The course materials will focus on critical readings about construction of race as a concept; intersections of race, class and gender; afrocentrism; pan-africanism; diasporic connections; nationalism; religious dimension; literary theory and popular culture.

Prerequisite: FYW 1120 or equivalent first-year writing course

Credits: 4

### **ENG 3320 – Fundamentals of Journalism**

Goals: To develop skills in writing for mass media.

Content: Techniques and practice of news, feature, and interpretive reporting combined with reading and discussion of principles and ethics of journalism.

Taught: Annually

Prerequisite: FYW 1120 or its equivalent

Credits: 4

### **ENG 3330 – Topics in Journalism**

Goals: To explore special topics in news reporting and writing.

Content: Build on basic writing techniques and formats with concentration on interviewing, fact gathering, editing, and design. Exposure to print, broadcast, or online media. Topics vary. Check section title and description.

A student may register for this course more than once for different topics.

Taught: Annually

Prerequisite: FYW 1120 or its equivalent

Note: The English department recommends that students take ENG 3320 before taking this course.

Credits: 4

### **ENG 3370 – Topics in Professional Writing**

Goals: An intensive study in a particular area of professional writing.

Content: Based on the principles and practices of professional writing and rhetoric, this course requires that students write for multiple, complex audiences and purposes. Topics vary. Check section title and description. Examples include "technical writing," "usability and user advocacy," "games writing," "writing for social justice," and "community writing."

A student may register for this course more than once for different topics.

Taught: Annually

Note: The English department recommends that students take ENG 1800 before taking this course.

Credits: 4

### **ENG 3450 – Studies in Literatures Across Cultures**

Goals: A critical study of a specific topic in world literature.

Content: Intensive analysis of texts in their cultural contexts. Topics vary from year to year. Recent examples: passages to India, the empire writes back, Harlem renaissance, pan-African oratory, 20th-century Irish literature.

A student may register for this course more than once for different topics.

Taught: Annually

Note: The English department recommends that students take ENG 1900 and ENG 3020 before taking this course.

Credits: 4

### **ENG 3510 – Studies in a Single Author**

Goals: A critical study of a specific author.

Content: Intensive analysis of texts in their cultural contexts. Topics vary from year to year. Examples include Toni Morrison, James Baldwin, Edmund Spenser, John Milton.

A student may register for this course more than once for different topics.

Taught: Occasionally

Note: The English department recommends that students take ENG 1900 and ENG 3020 before taking this course.

Credits: 4

### **ENG 3530 – Studies in British Literatures**

Goals: A critical study of a specific topic in British literature.

Content: Intensive analysis of texts in their cultural contexts. Topics vary from year to year. Recent examples: medieval lowlife, Arthurian legends, Renaissance drama, Romantic poetry, Victorian novel, modernism, contemporary novel.

A student may register for this course more than once for different topics.

Taught: Annually

Note: The English department recommends that students take ENG 1900 and ENG 3020 before taking this course.

Credits: 4

### **ENG 3540 – Studies in American Literatures**

Goals: A critical study of a specific topic or period in American literature.

Content: Intensive analysis of texts in their cultural contexts. Topics vary from year to year. Recent examples: American Literature of Landscape and Nature; Walt Whitman and Modern American Poetry; Beats, Bop, and the Status Quo; Comedy and Postmodernism; Women's Bildungsroman and Kunstlerroman; Science and Literature; Reading Whiteness; Reading Masculinities; Dramas of Race.

A student may register for this course more than once for different topics.

Taught: Annually

Note: The English department recommends that students take ENG 1900 and ENG 3020 before taking this course.

Credits: 4

### **ENG 3570 – Women and Literature**

Goals: To understand women writers' representations in literature by closely examining their work in historical and cultural contexts through the theory and practice of feminist criticism.

Content: Focus varies. Recent examples: writers of color, wandering women, black women writers.

A student may register for this class more than once for different topics.

Taught: Alternate years

Prerequisite: ENG 1900 or WSTD 1010 or GLOB 1910

Credits: 4

### **ENG 3710 – Critical Digital Media Theory**

Goals: To have students intervene in current scholarly debates on how digital media has transformed, or should transform, our conceptions of politics, communication, art, law, and life.

Content: Whatever 21st century technologies -- or human reactions to them -- are most scandalous or interesting when the class meets, which are studied via current scholarship in the digital humanities, drawing primarily from the traditions of rhetoric, media, and cultural theory.

Taught: Once per year

Prerequisite: FYW 1120 or its equivalent

Credits: 4

### **ENG 3720 – Teaching Writing: Theory and Practice**

Goals: To learn a range of theories of how writing works and how it is best learned, to apply these theories to develop informed writing processes and teaching practices, and to hone advanced skills in expository and argumentative writing and research.

Content: Theories of composition and writing pedagogy.

Taught: Annually in spring semester

Prerequisite: FYW 1120 or its equivalent

Credits: 4

### **ENG 5960 – Senior Seminar**

Goals: This course provides the capstone experience in the major. The goal of this course is to practice and polish previously learned skills and experiences to produce a textual analysis of article length and quality. This essay marks the student's entrance into the profession as a participant in an on-going and dynamic conversation about specific works and the discipline as a whole.

Content: Varies from year to year. Recent examples: Twice-Told Tales; Salman Rushdie and Transnationalism; There is No Place Like Home: Literature of Exile; Slavery, Women and the Literary Imagination; Narratives of National Trauma; Propaganda and the Literature of Commitment; 20th Century Drama; Hard-Boiled Fiction; Hawthorne and "a Mob of Scribbling Women"; Renaissance Self-Fashioning; American Melancholy: Readings of Race, Sexuality and Performance Culture; Speculative Fiction and Now.

Taught: Annually

Prerequisites: ENG 3020, at least one 3000-level literature course, and instructor permission. Grade of C- or better required for said courses.

Credits: 4

### **ESL 7620 – TEFL Certificate Course**

Live your dream, teach overseas!

Experience another culture while living and working overseas after earning a Teaching English as a Foreign Language (TEFL) certificate. Gain hands-on experience, spending over 40 hours teaching, observing, and giving feedback in a classroom with English language learners. Our nationally recognized program was established in 1991 and over 1,200 Hamline graduates have taught in more than 40 countries worldwide. Join them!

Note: Application is required for participation in this program. Please visit [www.hamline.edu/academics/graduate/teaching-english-foreign-language-certificate](http://www.hamline.edu/academics/graduate/teaching-english-foreign-language-certificate) for course details and an online application.

Credits: 8

### **ESL 7621 – TEFL Certificate Part I**

Through an interactive hands-on approach, discover the principles and practices of teaching English as a foreign language. Explore factors that affect second language acquisition. Learn how to create meaningful, contextualized lessons addressing language skills, grammar, vocabulary and pronunciation for adults learning English as a foreign language.

Note: Application is required for participation in this program. Please visit [www.hamline.edu/academics/graduate/teaching-english-foreign-language-certificate](http://www.hamline.edu/academics/graduate/teaching-english-foreign-language-certificate) for course details and an online application.

Credits: 4

### **ESL 7622 – TEFL Certificate Part II**

Through an interactive hands-on approach, discover the principles and practices of teaching English as a foreign language. Explore the place of culture in learning; develop skills for assessing learning and giving feedback. In this course you apply what you have

learned in this class and TEFL Part I as you practice teaching English in community programs.

Note: Application is required for participation in this program. Please visit [www.hamline.edu/academics/graduate/teaching-english-foreign-language-certificate](http://www.hamline.edu/academics/graduate/teaching-english-foreign-language-certificate) for course details and an online application.

Credits: 4

### **ESL 7631 – Introduction to the Adult ESL Learner: Developing Reading and Writing Skills**

This course provides an introduction to second language acquisition theory, English as a Second Language (ESL) literacy development, and issues of acculturation for adult English language learners in all Adult Basic Education (ABE) classrooms. Effective ESL instruction for adults stems from understanding of the second language learning process as well as the cultural and political context for learning. This course provides an overview of current theory and practice in teaching reading and writing to adults at all proficiency levels. This course is intended for ESL instructors and ABE instructors in all content areas, where in many programs, nearly 50% of ABE learners have a first language other than English.

Credits: 2

### **ESL 7753 – Testing and Evaluation of English Language Learners**

Examine the complex issues of assessment, testing, and evaluation of ELLs, in both ESL and mainstream classrooms.

Develop an understanding of the policies, procedures and instruments used in assessing English language proficiency and the academic competency of ELLs. Learn how to use appropriate assessment to improve student performance and how to advocate for students in testing situations. Target audience: educators K-12.

Credits: 2

### **ESL 7770 – Critical Praxis in TESOL**

The goals of this course are to foster the dispositions, as well as provide teacher candidates with the knowledge

and skills needed in order to critically engage in the field of TESOL.

Components of this course include advocacy, policy, linguistically and culturally sustaining pedagogies, trauma-informed practices, critical issues in the field, immigration, and dual exceptionality.

Taught: Fall

Credits: 4

### **ESL 7775 – ESL Methods Part I**

Goals: To introduce students to the history, theory, pedagogy, and management of teaching second-language learners in K-12. This course provides ESL candidates with a foundation in best practice literacy instruction for K-12 students. First in a two-course sequence.

Content: The nature of literacy in a second language; research on teaching and learning in these areas; and the motivation, engagement, and management of K-12 students. This course includes 30 hours of clinical experience outside of scheduled class time – dates, times, and school sites to be determined. This is a graduate level course with graduate level expectations.

Taught: Fall term

Prerequisite: EDU 3260/GED 7867 – Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

Credits: 4

### **ESL 7776 – ESL Methods Part II**

Goals: To allow teacher candidates to practice and to demonstrate competence with effective assessment and teaching methodology within K-12 ESL classrooms. Second in a two-course sequence.

Content: Planning curriculum that incorporates national, state and local standards; implementing a variety of instructional strategies to address the needs of diverse learners; using and implementing formative and summative assessments. This course includes 30 hours of clinical experience outside of scheduled class time – dates, times, and school sites to be determined.

Prerequisite: For K-12 ESL licensure candidates – ESL 7775 with a grade of B- or better

Credits: 4

### **ESL 8100 – Linguistics for Language Teachers**

This is a broad, applied introduction to the study of language including morphology (word forms), syntax (sentence structure), semantics (meaning), and phonetics/phonology (pronunciation), as well as the social and cognitive dimensions of language. Study the application of linguistic skills to language instruction and the use of technology in teaching, in addition to an introduction to graduate-level research and Internet skills in a two-hour in-class library orientation.

Target audience: K-Adult ESL and bilingual/bicultural teachers.

Credits: 4

### **ESL 8110 – Language and Society**

Focus on the varieties of language and how they reflect social patterns. Explore the importance of language in all our interactions.

Examine the social nature of language, and how language reflects social situations. Study the issues of language and social class, ethnic group, and gender, as well as topics in language and nationality, language and geography, and the social nature of writing. Learn to pay particular attention to the social-linguistic situations of second language learners (i.e., those who are not native speakers of a socially dominant language or dialect) as well as the sociolinguistics of language in the classroom.

Target audience: language arts, modern language, and ESL teachers; educators; K-adult; administrators.

Credits: 4

### **ESL 8120 – Pedagogical Grammar and Discourse**

An overview of English grammar designed for teachers of ESL grades K-12. Develop an understanding of the basics of English grammar both descriptively and pedagogically, particularly in areas that cause difficulties for learners of English as a Second Language. Improve your skills at error analysis and your ability to effectively incorporate grammar instruction into your



classroom in a way that is meaningful and interesting to your learners.

NOTE: Should be taken after or concurrently with a linguistics course.

Credits: 4

### **ESL 8130 – Exploring Learner Language and Second Language Acquisition**

How do students learn a second language? Examine the factors that affect how languages are learned—age, environment, academic background, motivation, and developmental processes. Emphasis will be placed on understanding the language learning process and being able to communicate this process to administrators, teachers, and parents. Current research issues will also be addressed, with opportunities for teachers to apply theory to practice.

NOTE: Should be taken after or concurrently with a linguistics course.

Credits: 4

### **ESL 8150 – Advanced Linguistic Analysis**

Using naturally occurring linguistic data from the first languages that ESL practitioners encounter in Minnesota (e.g. Spanish, Hmong and Somali), this course will provide ESL practitioners with a solid understanding of topics in syntax, semantics and pragmatics. The emphasis will be on recognizing pattern and structure (including linguistic universals) and relating this knowledge to the language learning needs of ESL students.

Credits: 4

### **ESL 8160 – Phonetics and Phonology**

Help English language learners attain intelligible pronunciation. This course addresses areas of phonetics and phonology that ESL professionals need to know in order to assess and respond to learner needs. Issues of age, motivation, and context as they relate to pronunciation are discussed. Ideas for integrating pronunciation instruction into various curricula are included as well. The needs of both children and adults are addressed.

Credits: 2

### **ESTD 1100 – Introduction to Environmental Studies**

Goals: To introduce students to the study of interactions between humans and the environment from an interdisciplinary perspective; to expose students to multiple viewpoints on environmental issues; to acquaint students with internship opportunities in environmental studies.

Taught: Fall and spring

Credits: 4

### **ESTD 1500 – Planetary Home Care Manual**

Crosslisted: Also listed as ANTH 1500

Goals: This course considers the conditions that make it possible for people -- and societies, and our more-than-human neighbors -- to live together on Earth in the longer term. Surveying the conditions of global crises such as climate change and environmental injustices, as well as exploring how those crises make us feel and treat each other, our readings, discussions, and in-class collaborative projects help us understand what it will take to care for the Earth as home as we move together into the future.

Content: We explore socio-cultural, economic, and political relationships from the perspectives of Anthropology and Environmental Studies to better understand how we have arrived, globally, at profound disparities in wealth, health, life expectancy, population density, and access to opportunity and hope. In contrast, we explore global grocery chains and land commons projects to understand how people are rebuilding these systems, and to practice creating and sharing instructions for "planetary home care." Drawing broadly on contemporary literature from geography, economics, political science, rural sociology, anthropology, and Afro- and Indigenous futurisms, this course helps prepare students to grapple with some of the more challenging issues of our post-colonial world, with its global division of labor, cultures of consumption-as-self-soothing, differential poverty and privilege, intellectual property battles, increasing systemic instabilities in the face of climate crisis and

pandemics, and social responses to global connectivity. Course comes with Planetary playlist.

Credits: 4

### **ESTD 1850 – Campus Sustainability**

Goals: Students focus on problem-based, community-engaged action research projects around sustainability topics, such as: campus waste and nutrient flows and energy and transportation systems, and the development of outdoor classroom spaces, programming, and research (for example at the stormwater pond at the Pierce Butler and Snelling intersection, and at the Hamline Learning Lawn).

Content: Conducting research is a major function of many colleges and universities. By researching sustainability issues, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges. As individuals and groups, we can use sustainability research to learn what's happening in the world around us, and to assess how our interventions are working. College campuses provide wonderful real-world classrooms for actively exploring how to measure and improve the sustainability of the various processes that support our everyday lives. Students that actively participate in making their campuses more sustainable are well prepared to continue that work in their careers and communities after graduation. In this course, students learn how to frame, develop, and explore environmental questions, conducting on-campus group research projects and field-trip based field study.

Note: This course may be repeated and can also be taken as ESTD 3850 for 4 credits. Students may earn up to 8 credits across ESTD 1850 and 3850.

Credits: 2

### **ESTD 3850 – Campus Sustainability**

Goals: Students focus on problem-based, community-engaged action research projects around sustainability topics, such as: campus waste and nutrient flows and energy and transportation systems, and the development of outdoor classroom spaces, programming, and research (for example at the

stormwater pond at the Pierce Butler and Snelling intersection, and at the Hamline Learning Lawn).

This course also helps prepare students to work in the Sustainability Resource Center and/or to connect internship activities with academic approaches to knowledge and community engagement, sharing different ways to explore environments and share the resulting observations with communities who would be interested. If you are planning an internship or community-engaged research project, or if you'd like to think about how to build your resume and academic record by connecting your interests and your internship activities, consider how to connect your interests to the course projects in ways that will be helpful for you!

Content: Conducting research is a major function of many colleges and universities. By researching sustainability issues, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges. As individuals and groups, we can use sustainability research to learn what's happening in the world around us, and to assess how our interventions are working. College campuses provide wonderful real-world classrooms for actively exploring how to measure and improve the sustainability of the various processes that support our everyday lives. Students that actively participate in making their campuses more sustainable are well prepared to continue that work in their careers and communities after graduation. In this course, students learn how to frame, develop, and explore environmental questions, conducting on-campus group research projects and field-trip based field study.

Note: This course may be repeated and can also be taken as ESTD 1850 for 2 credits. Students may earn up to 8 credits across ESTD 1850 and 3850.

Credits: 4

### **ESTD 3950 – Environmental Systems and Relationships**

Goals: To study environmental systems and relationships from interdisciplinary perspectives; to explore environmental topics through a mix of readings, individual and group projects, and class discussion; to practice environmental research, repair, and advocacy.

Content: Highlighting approaches from the interdisciplinary approaches to environmental studies, this seminar will provide students from any program with individual and group experience analyzing and addressing environmental issues. We will practice using multiple methodologies and ways of understanding environments and will discuss interdisciplinary topics in environmental studies selected by students. Students collaborate with each other to analyze readings on environmental topics of local and global significance, learn to write a literature review, facilitate a discussion, effectively carry out a group project on campus, and develop and submit a proposal for potential further work -- for research, environmental justice advocacy, or for funding a project or further studies. Students are encouraged (but not required!) to build connections between this course and internship experiences.

Taught: Annually

Prerequisite: ESTD 1100

Credits: 4

### **ESTD 5950 – Senior Seminar: Problem Solving in Environmental Studies**

Goals: To cultivate the competencies needed to address environmental problems. These competencies include working in groups, discussion and presentation skills, writing skills, understanding multiple viewpoints, and analyzing and presenting conflicting information.

Taught: Annually

Prerequisites: ESTD 1100, ESTD 1500, BIOL 1130, and one course in general statistics

Credits: 4

### **EXSC 3010 – Motor Control and Learning**

Goals: To provide students with an introduction and foundational understanding of motor behavior and control of human movement.

Content: Specifically, this course focuses on the concepts and principles of coordination, the control of movement, and the development of skilled motor action. Topics include fundamental movement activities; movement control processes; acquisition, retention, and transfer of skill; and the role of

constraints in motor activity. These topics are essential for understanding motor development, rehabilitation, and human performance.

Taught: Spring

Credits: 4

### **EXSC 3210 – Human Anatomy and Physiology I (with Lab)**

Goals: Human Anatomy and Physiology I is part of a two-course series. This course series satisfies the requirement in Anatomy and Physiology for most professional schools. Students taking this course will appreciate the complexity of the human body, examine the principles and mechanisms underlying human body function from organ systems down to the molecular level, and further develop their critical thinking and written and oral communication skills. During laboratory exercises, students will conduct hands-on experiments investigating the principles of human body function in response to various conditions.

Content: Anatomy and Physiology I will complement Anatomy and Physiology II and will cover the general organization of the human body, tissues, and the anatomy and physiology of the skeletal and muscular systems, skin, and nervous system.

This course does not count toward the Biology major.

Taught: Fall

Prerequisites: BIOL 1510 and 1520 (grades of C- or better)

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **EXSC 3220 – Human Anatomy and Physiology II (with Lab)**

Goals: Human Anatomy and Physiology II is a part of two-course series. This course series satisfies the requirement in Anatomy and Physiology for most professional schools. Students are allowed to count only one of two courses of this series toward their Biology major. Students taking this course will appreciate the complexity of the human body, examine the principles and mechanisms underlying human body function from organ system down to the

molecular level, and further develop their critical thinking and written and oral communication skills. During laboratory exercises, students will conduct hands-on experiments investigating the principles of human body function in response to various conditions.

Content: Anatomy and Physiology II will complement Anatomy and Physiology I and will cover the anatomy and physiology of the respiratory, digestive, urinary, circulatory, endocrine, and reproductive systems, and early development.

This course does not count toward the Biology major.

Taught: Spring

Prerequisites: BIOL 1510 and 1520 (grades of C- or better)

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **EXSC 3300 - Research Methods in Exercise Science**

Goals: This course will acquaint students with various methodological approaches used in the fields of exercise science and kinesiology. Students will gain experience in research design and methodology, data collection methods, and analytical techniques through the development and execution of a research project.

Content: Study design, methodology, and principles of testing and measurement in exercise science. Includes basic statistical methods most commonly used in exercise science. Emphasis is placed on engagement with the scientific literature, the process of following the scientific method, development of hypotheses and appropriate hypothesis testing, and ethics in human subjects research.

Taught: Alternate years, spring term

Prerequisite: MATH 1200, QMBE 1310, or an equivalent statistics course, with a grade of C- or better

Credits: 4

### **EXSC 3400 - Biomechanics and Kinesiology (with Lab)**

Goals: To introduce students to applied concepts and principles of biomechanics. Emphasis will be placed on biomechanical analysis of human movement from sports science and rehabilitation perspectives.

Content: Research of a system, linear and angular kinematics, linear and angular kinetics, work, power, energy, stability, projectile motion, mechanics of the body, mechanisms of injury, and movement analysis.

Taught: Annually

Prerequisite: EXSC 3210 with a grade of C- or better

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **EXSC 3500 - Nutrition for Health and Fitness**

Crosslisted: Also listed as PBHL 3500

Goals: To acquaint students with the fundamental concepts of nutrition, and develop the skills needed to perform basic dietary analyses and design practical nutritional strategies to address various nutritional needs and challenges; to familiarize students with the research methodologies used to investigate nutrition, enable students to evaluate claims based on empirical evidence, and help students appreciate the impact of advances in nutrition research on individuals and society.

Content: This course will give students an understanding of the role of nutrition in overall health and wellness, disease prevention and treatment, and in athletic performance, recovery, and training adaptation. Topics covered will include: basic human metabolism; energy intake and energy balance; macronutrients, micronutrients, and recommendations for intake based on individual needs; how diet contributes to development and progression, as well as prevention and treatment, of many chronic diseases; how to evaluate dietary claims and the latest "fad" diets; dietary assessment methods; changing dietary needs across the lifespan; how diet affects physical performance in sport/exercise training and competition; and the role of nutrition in recovery from and adaptation to exercise training at the cellular and molecular level.

Taught: Spring term

Prerequisite: BIOL 1120 or BIOL 1510 or BIOL 1520 with a grade of C- or better

Credits: 4

### **EXSC 3510 – Exercise Physiology (with Lab)**

Goals: This course acquaints students with fundamental concepts and theories of the physiological responses to exercise.

Content: Topics covered include oxygen consumption, exercise metabolism, cardiorespiratory adaptations, thermoregulation, hormonal responses, exercise nutrition, body composition, and adaptive responses to modes of both endurance and strength training.

Taught: Annually

Prerequisite: EXSC 3210 with a grade of C- or better

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **EXSC 5510 – Advanced Exercise Physiology: Clinical Applications (with Lab)**

Goals: This course expands upon the concepts learned in EXSC 3510, and applies them to clinical populations.

Content: Students will gain an understanding of the physiological mechanisms that underlie many of the chronic diseases that contribute to the leading causes of mortality in the US, how testing is performed for markers of many conditions, and how exercise is essential to their prevention and treatment.

Taught: Annually

Prerequisite: EXSC 3510 (grade of C- or better) or instructor permission

Note: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **EXSC 5950 – Senior Capstone**

Goals: To synthesize the concepts and approaches from the field of Exercise Science that have been learned through prior coursework and the internship or research experience; to prepare for the next steps in the academic or career path; and to formally present one's internship or research experience through a poster as well as an oral presentation.

Content: The first half of the course focuses on professional development and preparing to apply to

graduate school or for jobs in the field. This includes resume, statement of purpose and interview preparation. The second half focuses on synthesizing what has been learned in coursework at Hamline with what the student has experienced and learned in the field during the internship or research experience. Students present their work during a poster presentation, and in an oral presentation.

Taught: Fall

Prerequisites: Senior standing. The internship or research experience should either be completed prior to enrolling in this course, or significantly underway.

Credits: 4

### **EXSC 5961 – Exercise Science Seminar I**

Goals: The seminar program aims at introducing students to cutting edge research in the fields of biology and exercise science.

Content: The seminar program includes presentations by outside speakers, Hamline faculty, and students.

Taught: Each semester

Prerequisites: BIOL 1510 and 1520 (grades of C- or better)

Note: Required for exercise science majors.

Credits: 1

### **EXSC 5962 – Exercise Science Seminar II**

Goals: The seminar program aims at introducing students to cutting edge research in the fields of biology and exercise science.

Content: The seminar program includes presentations by outside speakers, Hamline faculty, and students.

Taught: Each semester

Prerequisite: EXSC 5961 (grade of C- or better)

Note: Required for exercise science majors.

Credits: 1

### **EXSC 5963 – Exercise Science Seminar III**

Goals: The seminar program aims at introducing students to cutting edge research in the fields of biology and exercise science.

Content: The seminar program includes presentations by outside speakers, Hamline faculty, and students.

Taught: Each semester

Prerequisite: EXSC 5962 (grade of C- or better)

Note: Required for exercise science majors.

Credits: 1

### **EXSC 5964 – Exercise Science Seminar Presentation**

Goals: The seminar program aims at introducing students to cutting edge research in the fields of biology and exercise science.

Content: All Exercise Science majors must present the results of a research project as part of the degree requirements for the major. Seniors in their last semester of the Exercise Science Major should register for this course and present a research seminar to the department.

Taught: Each semester; to be taken in final semester, senior year

Prerequisite: EXSC 5963 (grade of C- or better)

Note: Required for exercise science majors.

Credits: 1

### **FIN 1010 – Starting Your Financial Life & Applied Investing**

Goals: Money is power – in more ways than you may think! Money gives you control of your life. It gives you options. It enables you to do the things you really want to do. Your college years will fly by. Then, ready or not, here comes a career – launching you into your financial future.

Starting Your Financial Life & Applied Investing is designed to get you started on the path to financial freedom. The goal is to let you hit the ground running when you finish school.

Content: The course covers what everyone should know about financial planning. Topics include spending on both big items and small, debt/credit management, earnings, budgeting, savings, and retirement planning. In addition, you'll get practice investing with real money. The class will be managing approximately \$200,000 of the Hamline University's endowment funds as you learn and apply both classic investment strategies of 1) stock

picking and 2) asset allocation with mutual funds and ETFs.

Taught: Fall and spring semesters

Prerequisite: None. The class is open to anyone. Do not worry if the world of investing is new to you; you will learn as you go and get guidance along the way.

Credits: 4

### **FIN 3100 – Foundations of Finance**

Goals: To understand fundamentals of financial management and to analyze quantitative and judgmental aspects of financial situations.

Content: Business organization, ratio analysis, forecasting, breakeven analysis, working capital management, capital budgeting, valuation, leverage, and financial markets are examined.

Prerequisites: ACCT 1320, ECON 1100, and QMBE 1320 (or concurrent registration in QMBE 1320), with grades of C- or better for all courses, or consent of the instructor.

Credits: 4

### **FIN 3700 – Financial Markets and Institutions**

Goals: This course introduces knowledge and skills required to be successful in the financial services industry.

Content: While examining the financial system of the United States and other countries it introduces students to financial institutions, securities markets, the role of money in the economy, and the monetary system. Financial markets fund much of the expenditures of governments, individuals, and corporations, and financial institutions are the conduit through which funds flow from savers to those with funding needs. The course emphasizes real-world applications on how financial markets and institutions affect the investment decisions of financial managers.

Prerequisite: FIN 3100 with a grade of C- or better

Credits: 4

### **FIN 3710 – Financial Analysis**

Goals: To demonstrate the use of the theory of financial management as an integral part of making complex business decisions and to prepare students to present

and defend their reasoning in a clear and concise manner.

Content: Fixed asset management, capital structure management, and financial analysis and planning through case analysis.

Prerequisite: FIN 3100 with a grade of C- or better

Credits: 4

### **FIN 3720 – Investment Management**

Goals: To learn and apply basic concepts of investment management using risk/return analysis and empirical evidence to examine the efficient markets hypothesis, portfolio diversification strategies, securities valuation, and investment decision-making in changing global markets.

Prerequisite: FIN 3100 with a grade of C- or better

Credits: 4

### **FIN 3730 – Corporate Finance**

Goals: To understand and analyze corporate policies and the decision-making that drives financial decisions. Relevant for careers in finance, as well as consulting and strategic planning.

Content: Capital structure and payout policy, short-term and long-term financial planning, risk management, options and other derivatives, mergers and acquisitions, behavioral finance and international corporate finance.

Taught: Annually

Prerequisite: FIN 3100 with a grade of C- or better

Credits: 4

### **FIN 3740 – Risk Management**

Goals: Students will quantify the effects of different risk variables within the decision making process and understand their importance to a company.

Content: Operational, cultural, currency, legislative, human and project risk will be analyzed in an attempt to educate the student on the variety and inconsistency of change in today's world. The course takes a text and case study approach to managing the different risks that are prevalent in today's business environment.

Prerequisite: FIN 3100 with a grade of C- or better

Credits: 4

### **FYW 1110 – Critical Reading and Composition**

Goals: Develop critical reading skills for analyzing the cultural, social, political, and historical contexts of texts to understand how one is shaped by language and shapes the world through language. Use writing to explore varied perspectives and complexities in texts, issues, and writing tasks.

Content: Critically reading a variety of multimodal texts and situating them within their larger contexts and one another. Brainstorming, composing, and revising in a variety of genres, with particular attention to entering conversations with rhetorical awareness.

Taught: Fall and spring

Credits: 4

### **FYW 1120 – Composition and Research**

Goals: Develop skills appropriate for researching and writing in academic and public contexts. Use research to explore varied perspectives on complex issues. Write to articulate a focused idea supported by evidence and with attention to audience expectations and genre conventions.

Content: Researching and reading a variety of multimodal texts to identify their cultural, social, political, and historical contexts. Engaging the writing process from brainstorming to revising. Focusing on elements of effective communication, including purpose, organization, tone, and style.

Taught: Fall and spring

Prerequisite: FYW 1110 or exempt status

Credits: 4

### **GED 7050 – Student Teaching Seminar**

This is the required weekly seminar that accompanies the student teaching experience. Refer to the course description for the student teaching experience.

This course is only open to teacher-candidates who have adequate preparation in licensure areas; have demonstrated proficiency in Minnesota's Standards for Effective Practice for Beginning Teachers (SEPTBs); have

received formal approval by the Education Department faculty to student teach; have met all program requirements; and have demonstrated the dispositions, knowledge, and skills to enter the teaching profession. Concurrent registration in the appropriate student teaching section is also required (course number is based on your licensure area).

Teacher candidates must attend a student-teaching intake session, which takes place in the fall semester. Contact your advisor or the Placement Office for scheduling information.

Credits: 2

### **GED 7801 – Introduction to Advanced Teacher Thinking**

This session welcomes students to Hamline's School of Education (HSE). Students will be introduced to HSE's Conceptual Framework which forms the foundation on which the Teacher Licensure Program is grounded. The session will examine the attitudes and dispositions necessary to be an effective and professional educator as well as the value HSE places on reflection, collaboration, social justice, and equity.

Note: This lab course is required, bears no academic credit, and is graded on a Pass/No Pass basis.

Credits: 0

### **GED 7802 – Preparing to Student Teach: Advising and Reflection**

This one-session course is a follow-up to GED 7801 and will help prepare teacher candidates for student teaching. Students will explore critical aspects of teaching such as: Dispositions, Philosophy & Profile statements, State Requirements for Licensure (including field placement requirements). The course will help prepare students for the SEPBT Conference and the EDTPA (Teacher Performance Assessment). Students will also revisit their antiracism SMART goal from 7801 and consider how it can be applied to their teaching moving forward.

Credits: 0

### **GED 7835 – Teaching Art in the Elementary School K-6**

Select and implement developmentally appropriate materials and activities for the teaching of art in the

elementary classroom. Overview of basic concepts and skills in art; group activities and/or classroom involvement with elementary school children. This is a graduate level course with graduate level expectations.

Prerequisite: EDU 3260/GED 7867 – Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

Same semester enrollment in GED 7836 – Teaching Music in the Elementary School; GED 7837 – Teaching Health in the Elementary School; and GED 7838 – Teaching Physical Education in the Elementary School, is recommended. Courses are offered consecutively.

Credits: 1

### **GED 7836 – Teaching Music in the Elementary School K-6**

Select and implement developmentally appropriate materials and activities for the teaching of music in the elementary classroom. Overview of basic concepts and skills in music; group activities and/or classroom involvement with elementary school children. This is a graduate level course with graduate level expectations.

Prerequisite: EDU 3260/GED 7867 – Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

Same semester enrollment in GED 7835 – Teaching Art in the Elementary School; GED 7837 – Teaching Health in the Elementary School; and GED 7838 – Teaching Physical Education in the Elementary School, is recommended. Courses are offered consecutively.

Credits: 1

### **GED 7837 – Teaching Health in the Elementary School K-6**

Select and implement developmentally appropriate materials and activities for the teaching of health in the elementary classroom. Overview of basic concepts and skills in health; group activities and/or classroom involvement with elementary school children. This is a graduate level course with graduate level expectations.



Prerequisite: EDU 3260/GED 7867 – Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

Same semester enrollment in GED 7835 – Teaching Art in the Elementary School; GED 7836 – Teaching Music in the Elementary School; and GED 7838 – Teaching Physical Education in the Elementary School, is recommended. Courses are offered consecutively.

Credits: 1

### **GED 7838 – Teaching Physical Education in the Elementary School K-6**

Select and implement developmentally appropriate materials and activities for the teaching of physical education in the elementary classroom. Overview of basic concepts and skills in physical education; group activities and/or classroom involvement with elementary school children. This is a graduate level course with graduate level expectations.

Prerequisite: EDU 3260/GED 7867 – Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

Same semester enrollment in GED 7835 – Teaching Art in the Elementary School; GED 7836 – Teaching Music in the Elementary School; and GED 7837 – Teaching Health in the Elementary School, is recommended. Courses are offered consecutively.

Credits: 1

### **GED 7840 – Teaching Social Studies in the Elementary School K-6**

Practice teaching methods specific to the teaching of social studies. Develop an understanding of social studies and the purposes they serve. Exploration of issues in curriculum development. Survey methods of teaching; planning for teaching; study and research skills in social studies; professional and community resources for the social studies teacher; and current trends in social studies. This is a graduate level course with graduate level expectations.

Prerequisite: EDU 3260/GED 7867 – Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

Credits: 4

### **GED 7846 – Teaching Literacy in the Elementary School K-6**

This course focuses on knowledge of literacy practices for the elementary reader and writer in a 21st century environment. This is a graduate level course with graduate level expectations.

Thirty hours of focused clinical experience are required; students register for the clinical experience as GED 7846L (lab).

Prerequisite: EDU 3260/GED 7867 – Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

Corequisites: This course must be taken concurrently with GED 7846L (lab) and in the same term with GED 7847 – Critical and Connected Learning Approaches to Literacy Instruction.

Credits: 4

### **GED 7846L – Lab: Teaching Literacy in the Elementary School**

Goals: To develop and incorporate the professional noticing skills of attending to children's literacy thinking, interpreting developmentally where children are at, and deciding how to respond instructionally.

This lab is taught in three formats, depending on students' individual situations:

Section 1: A 30-hour clinical experience under the facilitated guidance of the course instructor working directly with a small group of students in a school setting. Debriefing, analyzing, and planning with peers for the next lesson occurs immediately after on-site. Course assignments such as lesson planning and a case study on observations of students' progress are incorporated into the clinical experience.

Section 2: A 30-hour partially guided clinical experience facilitated by the course instructor in an Extended Day

school setting working directly with a small group of students for one and a half hours twice per week. Debriefing, analyzing, and planning with peers for the next lesson occurs within this time on-site. Course assignments such as lesson planning and a case study on observations of students' progress are incorporated into the clinical experience.

Section 3: A 30-hour clinical experience arranged in your own school building. Initial Licensure Language Immersion teachers must complete 20 hours in an English-speaking classroom (MN state requirement). 10 hours are in your own classroom adapting literacy lessons. Course assignments such as lesson planning and a case study on observations of students' progress are incorporated into the clinical experience. Additional License and Non-Language Immersion teachers must consult with the instructor regarding their teaching position to determine the placement options within their building.

Corequisite: This Lab must be taken concurrently with GED 7846 - Teaching Literacy in the Elementary School K-6, Part I.

Credits: 2

### **GED 7847 - Critical and Connected Learning Approaches to Literacy Instruction**

This course focuses on systems used in the school and classroom to create literate environments that foster reading and writing. Participants will observe, analyze, engage, and co-teach in the elementary classroom. This is a graduate level course with graduate level expectations.

Prerequisite: EDU 3260/GED 7867 - Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

Corequisite: This course is required to be taken in the same term with the 4-credit course GED 7846 - Teaching Literacy in the Elementary School K-6.

Credits: 2

### **GED 7851 - Teaching Science in the Elementary School**

Develop understandings and pedagogical competencies necessary to implement effective science curriculum in the elementary classroom. Implement methods that promote student investigation, discussion, and assessment models that meet the diverse learning needs of elementary students. This is a graduate level class with graduate level expectations.

Prerequisite: EDU 3260/GED 7867 - Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

Credits: 4

### **GED 7852 - Teaching Math in the Elementary School**

Develop understandings and pedagogical competencies necessary to implement effective math curriculum in the elementary classroom. Implement methods that promote student investigation, discussion, and assessment models that meet the diverse learning needs of elementary students. This is a graduate level class with graduate level expectations.

Prerequisite: EDU 3260/GED 7867 - Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

Corequisite: This course must be taken concurrently with GED 7852L (lab)

Credits: 6

### **GED 7852L - Lab: Teaching Math in the Elementary School**

Goals: To develop and incorporate the professional noticing skills of attending to children's mathematical thinking, interpreting developmentally where children are at mathematically, and deciding how to respond instructionally.

This lab is taught in three formats, depending on students' individual situations:

Section 1: A 30-hour clinical experience under the facilitated guidance of the course instructor working directly with a small group of students in a school

setting. Debriefing, analyzing, and planning with peers for the next lesson occurs immediately after on-site. Course assignments such as lesson planning and a case study on observations of students' progress are incorporated into the clinical experience.

Section 2: A 30-hour partially guided clinical experience facilitated by the course instructor in an Extended Day school setting working directly with a small group of students for one and a half hours twice per week. Debriefing, analyzing, and planning with peers for the next lesson occurs within this time on-site. Course assignments such as lesson planning and a case study on observations of students' progress are incorporated into the clinical experience.

Section 3: A 30-hour clinical experience arranged in your own school building. Initial Licensure Language Immersion teachers must complete 20 hours in an English-speaking classroom (State requirement). 10 hours are in your own classroom adapting math lessons. Course assignments such as lesson planning and a case study on observations of your students' progress are incorporated into the clinical experience. Additional License and Non-Language Immersion teachers must consult with the instructor regarding their teaching position to determine the placement options within your building.

Corequisite: This Lab must be taken concurrently with GED 7852 – Teaching Math in the Elementary School.

Credits: 2

### **GED 7857 – Teaching Communication Arts and Literature in the Middle and Secondary School Part I**

Goals: To introduce students to the history, theory, pedagogy, and management of teaching Communication Arts and Literature at the middle and secondary levels. First in a two-course sequence.

Content: The nature of the Communication Arts and Literature; research on teaching and learning in these areas; and the motivation, engagement, and management of adolescents in the middle and secondary classroom settings. This course includes 30 hours of clinical experience outside of scheduled class time – dates, times, and school sites to be determined.

This is a graduate level course with graduate level expectations.

Target audience: 5-12 Communication Arts and Literature licensure candidates

Taught: Fall term

Prerequisite: EDU 3260/GED 7867 – Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

Credits: 4

### **GED 7858 – Teaching Social Studies in the Middle and Secondary School Part I**

Goals: To introduce students to the history, theory, pedagogy, and management of content in the social sciences and history at the middle and secondary levels. First in a two-course sequence.

Content: The nature of the social studies; research on social studies teaching and learning; and the motivation, engagement, and management of adolescents in the middle and secondary classroom settings. This course includes 30 hours of clinical experience outside of scheduled class time – dates, times, and school sites to be determined. This is a graduate level course with graduate level expectations.

Target audience: 5-12 Social Studies licensure candidates

Taught: Fall term

Prerequisite: EDU 3260/GED 7867 – Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

Credits: 4

### **GED 7870 – Teaching Communication Arts and Literature in the Middle and Secondary School Part II**

Goals: To allow teacher candidates to practice and to demonstrate competence with effective assessment and teaching methodology within middle and secondary communication arts/literature classrooms. Second in a two-course sequence.

Content: Planning curriculum that incorporates national, state and local standards; implementing a variety of instructional strategies to address the needs of diverse learners; using and implementing formative and summative assessments. This course includes 30 hours of clinical experience outside of scheduled class time – dates, times, and school sites to be determined. This is a graduate level course with graduate level expectations.

Target audience: 5-12 Communication Arts and Literature licensure candidates

Taught: Spring term

Prerequisite: GED 7857 with a grade of B- or better

Credits: 4

### **GED 7871 – Teaching Literacy in the Middle and Secondary School 5-12**

Address the needs of middle- and secondary-level students as they make the transition from emergent to fluent readers. Gain an expanded definition of literacy that incorporates reading, writing, and speaking as tools for learning. Form the basis for instructional strategies designed to improve students' appreciation for skills of literacy in the learning process. This is a graduate level course with graduate level expectations.

Prerequisite: EDU 3260/GED 7867 – Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

Credits: 4

### **GED 7872 – Exceptionality**

This course has a 5-hour field placement.

Survey areas of exceptionality such as learning disabilities, physical and mental disabilities, emotional and behavior disorders, and giftedness, and consider their impact on classroom learning. Address educational practices for responding to exceptional students' needs. This is a graduate level course with graduate level expectations.

Target Audience: All licensure candidates

Taught: All terms

Prerequisite: Admission to the Teacher Education Program

Credits: 2

### **GED 7873 – Teaching Social Studies in the Middle and Secondary School Part II**

Goals: To allow teacher candidates to practice and to demonstrate competence with effective assessment and teaching methodology within middle and secondary social studies classrooms. Second in a two-course sequence.

Content: Planning curriculum that incorporates national, state and local standards; implementing a variety of instructional strategies to address the needs of diverse learners; using and implementing formative and summative assessments. This course includes 30 hours of clinical experience outside of scheduled class time – dates, times, and school sites to be determined. This is a graduate level course with graduate level expectations.

Target audience: 5-12 Social Studies licensure candidates

Taught: Spring term

Prerequisite: GED 7858 with a grade of B- or better

Credits: 4

### **GED 7874 – Teaching Science in the Middle and Secondary School Part II**

Goals: To allow teacher candidates to practice and to demonstrate competence with effective assessment and teaching methodology within middle and secondary science classrooms. Second in a two-course sequence.

Content: Planning curriculum that incorporates national, state and local standards; implementing a variety of instructional strategies to address the needs of diverse learners; using and implementing formative and summative assessments. This course includes 30 hours of clinical experience outside of scheduled class time – dates, times, and school sites to be determined. This is a graduate level course with graduate level expectations.

Target audience: 5-8 and 9-12 Science licensure candidates

Taught: Spring term

Prerequisite: GED 7879 with a grade of B- or better

Credits: 4

### **GED 7879 – Teaching Mathematics and Science in the Middle and Secondary School Part I**

Goals: To introduce students to the history, theory, pedagogy, and management of teaching mathematics and science at the middle and secondary levels. First in a two-course sequence.

Content: The nature of mathematics and science; research on science and mathematics teaching and learning; and the motivation, engagement, and management of adolescents in the middle and secondary classroom settings. This course includes 30 hours of clinical experience outside of scheduled class time – dates, times, and school sites to be determined. This is a graduate level course with graduate level expectations.

Target audience: 5-12 Mathematics and 5-8, 9-12 Science licensure candidates

Taught: Fall term

Prerequisite: EDU 3260/GED 7867 – Theory to Practice (grade of B- or higher) or concurrent enrollment; Undergraduate students must be admitted to the Teacher Education Program.

Credits: 4

### **GED 7880 – Teaching Mathematics in the Middle and Secondary School Part II**

Goals: To allow teacher candidates to practice and to demonstrate competence with effective assessment and teaching methodology within middle and secondary mathematics classrooms. Second in a two-course sequence.

Content: Planning curriculum that incorporates national, state and local standards; implementing a variety of instructional strategies to address the needs of diverse learners; using and implementing formative and summative assessments. This course includes 30 hours of clinical experience outside of scheduled class

time – dates, times, and school sites to be determined. This is a graduate level course with graduate level expectations.

Target audience: 5-12 Mathematics licensure candidates

Taught: Spring term

Prerequisite: GED 7879 with a grade of B- or better

Credits: 4

### **GED 7885 – Student Teaching Elementary K-6**

Elementary student teaching provides preservice educators with experiences to connect theory and practice in the context of a K-12 classroom; instructional planning; and implementation in an assigned learning environment. Preservice teachers' responsibilities include; longterm planning, implementation of an integrated curriculum, the facilitation of small- and large-group learning, and the development of assessment systems that support the Minnesota graduation standards for K-12 students.

Open only to preservice teachers who have adequate preparation in subject matter; have demonstrated proficiency with regard to the program and Minnesota's Standards for Effective Practice for Beginning Teachers; have met all program requirements; and, have evidenced fitness for entering the teaching profession. This is graduate level student teaching with graduate level expectations.

Concurrent registration in GED 7050 – Student Teaching Seminar (2 credits) and participation in the seminar each week is also required.

### **GED 7888 – English Learners in the Mainstream**

This course, which is geared toward mainstream teachers across content areas and grade levels, ensures that teacher candidates make their grade-level content accessible to English learners by learning how to write, integrate, and assess academic language objectives into their instruction. Course includes an overview of second language acquisition theories, an introduction to WIDA levels, and a focus on cultural responsiveness for English learners and their families.

Online sections move at a faster pace and require additional time, self-direction, discipline, a reliable computer, and internet connectivity. Instructors will communicate through Hamline email addresses and students are required to check their email and the online learning platform, Canvas, no less than one time per day.

Target audience: Required for licensure candidates in all areas except ESL

Taught: All terms

Prerequisite: Admission to the Teacher Education Program

Credits: 2

### **GED 7894 – Student Teaching Secondary 9-12**

Secondary student teaching provides the teacher-candidate the experiences to connect theory and practice in the context of 9-12 classrooms through instructional planning and implementation in an assigned learning environment. The teacher-candidate's responsibilities include: long-term planning; implementation of an integrated curriculum; the facilitation of small- and large-group learning environments; and the development of assessment systems that support the Minnesota graduation standards for K-12 students.

This course is only open to teacher-candidates who have adequate preparation in licensure areas; have demonstrated proficiency in Minnesota's Standards for Effective Practice for Beginning Teachers (SEPBTs); have received formal approval by the Education Department faculty to student teach; have met all program requirements; and have demonstrated the dispositions, knowledge, and skills to enter the teaching profession.

Concurrent registration in GED 7050 – Student Teaching Seminar (2 credits) and participation in the seminar each week is also required.

### **GED 7895 – Student Teaching Secondary 5-12**

Secondary student teaching provides the teacher-candidate the experiences to connect theory and practice in the context of 5-12 classrooms through instructional planning and implementation in an

assigned learning environment. The teacher-candidate's responsibilities include: long-term planning; implementation of an integrated curriculum; the facilitation of small- and large-group learning environments; and the development of assessment systems that support the Minnesota graduation standards for K-12 students.

This course is only open to teacher-candidates who have adequate preparation in licensure areas; have demonstrated proficiency in Minnesota's Standards for Effective Practice for Beginning Teachers (SEPBTs); have received formal approval by the Education Department faculty to student teach; have met all program requirements; and have demonstrated the dispositions, knowledge, and skills to enter the teaching profession.

Concurrent registration in GED 7050 – Student Teaching Seminar (2 credits) and participation in the seminar each week is also required.

### **GED 7896 – Student Teaching K-12**

K-12 student teaching provides the teacher-candidate the experiences to connect theory and practice in the context of K-12 classrooms through instructional planning and implementation in an assigned learning environment. The teacher-candidate's responsibilities include: long-term planning; implementation of an integrated curriculum; the facilitation of small- and large-group learning environments; and the development of assessment systems that support the Minnesota graduation standards for K-12 students.

This course is open only to teacher-candidates who have adequate preparation in licensure areas; have demonstrated proficiency in Minnesota's Standards for Effective Practice for Beginning Teachers (SEPBTs); have received formal approval by the Education Department faculty to student teach; have met all program requirements; and have demonstrated the disposition, knowledge, and skills to enter the teaching profession.

Concurrent registration in GED 7050 – Student Teaching Seminar (2 credits) and participation in the seminar each week is also required.

### **GED 7897 – Middle-Level Student Teaching 5–8**

Middle-level student teaching provides the teacher-candidate the experiences to connect theory and practice in the context of 5 – 8 classrooms through instructional planning and implementation in an assigned learning environment. The teacher-candidate's responsibilities include: long-term planning; implementation of an integrated curriculum; the facilitation of small- and large-group learning environments; and the development of assessment systems that support the Minnesota graduation standards for K-12 students.

This course is only open to teacher-candidates who have adequate preparation in licensure areas; have demonstrated proficiency in Minnesota's Standards for Effective Practice for Beginning Teachers (SEPBTS); have received formal approval by the Education Department faculty to student teach; have met all program requirements; and have demonstrated the dispositions, knowledge, and skills to enter the teaching profession.

Concurrent registration in GED 7050 – Student Teaching Seminar (2 credits) and participation in the seminar each week is also required.

### **GERM 3900 – Advanced German Conversation and Composition**

Goals: To enable students to speak and write more proficiently and more idiomatically leading toward mastery of fine points of German structure and style. Students learn to express convincingly their own ideas in German.

Content: Equal weight is given to conversation and composition. Written and oral exercises focus on discursive patterns and the most frequent sources of lexical and syntactical errors. Conversations and essays are based on all genres and films as well as on current German cultural issues.

Credits: 4

### **GLOB 1300 – Gender Perspectives from the Global South**

Goals: To introduce students to basic concepts shared between global studies and the study of gender; to examine power and agency, and the ways in which

gender politics changes its form in varying situations; and to study global South contexts, subjectivities, and struggles utilizing these analytic tools.

Content: Students will be introduced to feminist perspectives that represent current trends in the discipline, especially as they pertain to global South/Third World contexts; study how globalization, as an ongoing process of social and economic change, impacts gendered practices, ideologies and forms of politics; develop analytic skills through dialoguing about films, memoir, ethnography, essays and articles focused on gender issues in the global South.

Credits: 4

### **GLOB 1910 – Introduction to Global Studies**

Goals: To introduce students to the interdisciplinary field of global studies.

Content: An introduction to key concepts and issues in global studies. Key texts introduce themes explored in upper-level courses. International Roundtable presentations by guest faculty illustrate the interdisciplinary and global nature of the field.

Taught: Annually, both semesters.

Credits: 4

### **GLOB 3020 – Interdisciplinary Research Methods**

Goals: To introduce students to interdisciplinary research methodologies and to develop the skills and knowledge necessary to carry out research in the field.

Content: The course focuses on conducting research from an interdisciplinary perspective and covers questions of epistemology, ontology, and practical applications of various research methods. Students will acquire the skills necessary to approach issues or events from an interdisciplinary perspective so that they may be able to synthesize multiple fields of study into a research project, and develop sophisticated research proposals.

Taught: Annually, in the spring semester.

Credits: 4

### **GLOB 3100 – African Crises in Global Perspective**

Goals: To learn about social and cultural consequences for Africans of historical and contemporary exploitation of the continent's natural resources and its human beings. To gain an understanding of how countries and societies in Africa have fared in the past couple centuries as global economic, political, cultural, and environmental interconnections have intensified.

Content: Particular emphasis will be placed on interrogating reasons for exploitation, and we will do this through immersion in journalistic, literary, cultural, and cinematic representations of various "crises" on the African continent. Students will become more aware of root causes of some of the strife and destitution that often gets associated with Africa as a result of Hollywood and mass media representations. We will also explore specific responses and resistances to socio-political turmoil in given locales.

Credits: 4

### **GLOB 3200 – Cultural Politics of Global Health**

Goals: To learn about the ways in which geographic and social locations as well as institutional structures and global economies affect peoples' interpretations, understandings, and experiences of illness and health.

Content: Particular emphasis will be placed on examining differential access to health resources and interrogating ways in which power is utilized to privilege some sectors and deprive other groups of basic standards of health. Health care becomes synonymous with human rights in this framework, and examinations of structural violence help us to look at how global processes interact with more local institutional and economic systems to have a direct impact on the life chances and health of specific communities and individuals.

Credits: 4

### **GLOB 3300 – Gender Perspectives from the Global South**

Goals: To introduce students to basic concepts shared between global studies and the study of gender; to examine power and agency, and the ways in which gender politics changes its form in varying situations;

and to study global South contexts, subjectivities, and struggles utilizing these analytic tools.

Content: Students will be introduced to feminist perspectives that represent current trends in the discipline, especially as they pertain to global South/Third World contexts; study how globalization, as an ongoing process of social and economic change, impacts gendered practices, ideologies and forms of politics; develop analytic skills through dialoguing about films, memoir, ethnography, essays and articles focused on gender issues in the global South.

Credits: 4

### **GLOB 3500 – Global Justice**

Goals: This course will examine major themes in global justice: the moral status of individuals, states and peoples; theories of human rights; the ethics of humanitarian intervention; and global inequality, poverty and distributive justice. The ultimate objective of the course is to provide a better understanding of the uneven impact of the process and policies of development and globalization on different populations and segments of society.

Content: Particular emphasis will be placed on transnational efforts to promote global justice, equitable development, and peace and security. Topics include the roles of the United Nations and other IGOs such as the WTO and IMF in the North-South debate, Structural Adjustment Policies, Free Trade versus Fair Trade, Environmental Security, democratization of global governance, and the responsibilities of individuals and states to secure universal human rights and sustainable human development.

Credits: 4

### **GLOB 3550 – International Organizations**

Crosslisted: Also listed as PSCI 3550

Goals: To explore the foundations of international governmental and nongovernmental organizations; through case studies and policy issues, to discuss the United Nations and its affiliated groups; to examine how transitional actors have tried to deal with critical world issues such as hunger, environmental dilemmas, human rights, and the disparities of development.



Content: This course includes a discussion of theories of integration, histories of international organizations, and analyses of approaches to policy and politics in the international arena. This course serves as a precursor for GLOB 3650 (Model United Nations), which is offered in the Spring, and helps prepare students to participate in the Model United Nations program at Hamline. It fulfills upper level requirements for Global Studies and Political Science.

Taught: Annually, in the fall semester

Credits: 4

### **GLOB 3600 – Human Rights in a Globalized World**

Goals: This course surveys normative questions within human rights discourses, with a stress on international and transnational efforts to promote equity and human rights standards.

Content: Topics include the contributions of international and non-governmental organizations as well as transnational actors to global discourses on human and women's rights, social justice and global equity. A particular emphasis is placed on understanding the North-South Debate, the process and policies of development and their uneven impact on the human rights of different populations and segments of society. Special consideration is given to the controversy between the universal and particular applications of human rights.

Credits: 4

### **GLOB 3650 – Model United Nations**

Crosslisted: Also listed as PSCI 3600

Goals: Through this course, students will develop research, critical thinking, and team-building skills; students will also gain perspectives on the role of international organizations and non-governmental organizations in the international community. Students will gain an appreciation for diverse cultures, modes of negotiation and conflict resolution, and the professional nature of diplomacy.

Content: This course is designed to help prepare students to serve as delegates to the National Model United Nations Conference in New York. Students will

also have the opportunity to visit other international agencies and NGOs (non-governmental organizations) in New York as well as volunteer with organizations in the Twin Cities. Topics discussed in the class will include: the nature of diplomacy, how nations interact, the operations of the United Nations system, the role of NGOs, and case studies of individual countries which the team will represent at the simulation in New York. Students will engage in mock debates and discussions of UN policy initiatives. By discussing the work of the UN and NGOs, students will also gain an understanding of a variety of transnational issues such as arms control, security, HIV/AIDS, environmental protection, child labor, etc.

Taught: Annually, in spring term

Prerequisites: Instructor permission and acceptance to the Model UN team; GLOB 1910 is recommended

Credits: 4

### **GLOB 3700 – Social Media and Contentious Politics in the Global Age**

Goals: The tweet heard across the world started a revolution in a small, relatively stable country in the Middle East (Tunisia) in January 2011 and within months had spread like wildfire across the globe, challenging the reign of the seemingly most firmly entrenched economic and political systems. Fueled by a newly energized youth and social media technology, non-ideological and peaceful protest movements –from Occupy Wall Street in the U.S., to riots in London, protests in Spain, Chile, and Russia, for example– have generated a wave of unprecedented regional changes with far-reaching global effects.

Content: This course will examine the roots and future implications of these global youth movements as they navigate uncharted territory, and consequent regional upheaval through the lens of new social movement theory, cyberactivism and the democratization of the public sphere.

Credits: 4

### **GLOB 5010 – Honors Project**

Goals: To undertake a capstone independent research project that will lead to honors in the global studies major.

Content: A focus on the research and writing process, from conceptualization through completion. Students pursue projects on topics of individual interest but share both discussions of the research and writing process and a first draft of their honors project with other students.

Taught: Annually

Prerequisite: Acceptance of an honors proposal in the major

Note: Students must also register for and attend GLOB 5900 as a 0-credit course in the fall semester.

Credits: 6 (which are distributed as 3 credits in fall and 3 credits in spring)

### **GLOB 5900 – Senior Research Seminar**

Goals: To produce a capstone independent research product (e.g., paper, web site, media project) that demonstrates the ability to conduct interdisciplinary research and writing in global studies.

Content: A focus on the research and writing process, from conceptualization through completion. Students pursue projects on topics of individual interest but share both discussions of the research and writing process and their final products with other students.

Taught: Annually, in the fall semester.

Prerequisite: Senior standing in global studies or consent of instructor.

Credits: 4

### **HIST 1200 – Ancient Greece and Rome**

Goals: To understand some of the key developments that shaped society, culture, and politics in this period.

Content: This course will examine the evolution of Ancient Greek and Roman cultures and give the students an overview of some of the main themes and developments which made those cultures important. Some of the questions examined will be: How did Ancient Greek civilization differ from that of its

neighbors? Why is Ancient Greece and Rome important to this day? What can we learn from the Roman political evolution from a Republic to Empire?

Taught: Annually

Credits: 4

### **HIST 1210 – Plague, War, Slavery, and Ideas in European History**

Goals: To understand some of the key developments that shaped European society, culture, and politics in the early modern period (1350-1800).

Content: This course surveys the history of Europe over five centuries. It looks at plague, war, and antisemitism; witchcraft and alchemy; new religions and scientific discoveries; the Atlantic slave trade and the systematic enslavement of millions of Africans that it made possible; and the causes and results—political, cultural, social—of these shocking developments.

Taught: Annually

Credits: 4

### **HIST 1220 – Reforms and Revolutions in Europe**

Goals: To understand some of the key developments that shaped European society, culture, and politics since the French Revolution.

Content: The purpose of this course is to introduce the students to some of the main themes (political, social, cultural, and economic) which have characterized the evolution of modern Europe from the time that it was the undisputed center of world politics and diplomacy to its present position.

Taught: Annually

Credits: 4

### **HIST 1230 – Islam in Europe: The Ottoman Empire**

Goals: To understand some of the key developments that shaped European society, culture, and politics under Islam.

Content: The purpose of the course is to study the impact of political Islam on Europe. From the 14th to the 20th century the Ottoman Empire, an Islamic state, had a major presence in Europe occupying most of the Balkans. We will study how East and West, Islam and

Christianity reacted to each other and what were the wider implications of that contact for the development of Southeastern Europe as well as its legacy to this day.

Taught: Annually

Credits: 4

### **HIST 1300 – Introduction to American History: Civil War and Reconstruction**

Goals: To understand the key social, economic, and political developments that shaped the United States from the Early Republic era to the end of the Reconstruction.

Content: The American Civil War was the bloodiest and the most traumatic war in American history. This course will focus on three topics: the causes of the Civil War; the course of the war and emancipation; and the outcomes of the Civil War and Reconstruction.

Taught: Annually

Credits: 4

### **HIST 1310 – Introduction to American History: 1877–Present**

Goals: To understand the key social, economic, and political developments that shaped the United States from 1877 to the present day.

Content: Various topics such as industrialization, reform and the move toward a welfare state, ethnic relations within American society, and the rise of the U.S. to the status of a world power.

Taught: Annually

Credits: 4

### **HIST 1400 – Latin American History: Pre-Columbian to Modern**

Goals: To understand key developments and themes in the history of Latin America from ancient times to the twentieth century.

Content: Various topics such as the nature and legacy of the colonial encounter, the contributions of Native American, European, African, and Asian peoples to the creation of the distinctive cultures and societies of the Americas, and Latin American relations with other hemispheric and international powers.

Taught: Annually

Credits: 4

### **HIST 1410 – Latin American History: Cuba and Puerto Rico**

Goals: To develop an understanding of key developments in the history of Cuba and Puerto Rico.

Content: This course considers the related but distinct histories of Cuba and Puerto Rico. We will examine both the similarities and divergences of their experience as Spain's longest-held colonies in the Americas, as well as their different but intertwining struggles for independence and social and economic development in the nineteenth and twentieth centuries. Topics to be considered in the course will include the context of Puerto Rican and Cuban development within the Caribbean region and the Spanish Empire, the economic, geographical, strategic, cultural and demographic factors that have shaped each island's history, comparisons as well as connections between Cuba and Puerto Rico, and the nature of each island's relations with the United States.

Taught: Every other year

Credits: 4

### **HIST 1420 – Latin American History: Mexico**

Goals: To understand key events and dynamics in Mexico's history.

Content: This course explores major themes in Mexican social and political history, focusing on the period since independence. Following an overview of colonial legacies, the course surveys significant developments in the nineteenth century. It then traces the momentous events of the world's first social revolution of the twentieth century, which transformed Mexico during the years 1910 to 1920 and beyond. The changes wrought by the Revolution paved the way for the distinctive course Mexico has charted throughout the twentieth century, different from other Latin American countries in many respects.

Taught: Every other year

Credits: 4

### **HIST 1430 – Historical Study Abroad**

Goals: To study the history of a particular place by traveling and immersion.

Content: Focus varies. Recent examples: Ancient and Modern Greece.

Taught: This course is offered for credit whenever an appropriate study abroad is being conducted under the auspices of Hamline University.

Credits: 4

### **HIST 1600 – Introduction to Chinese History**

Goals: To understand the key characteristics that shaped the evolution of China both regionally and globally from ancient times to the present.

Content: Various topics such as revolutionary and reformist tendencies, globalization, the social role of students and intellectuals, the rise of Communist governance, democracy, the status of women, imperialism, market reforms, and nationalism.

Taught: Annually

Note: Topics and time periods covered vary from year to year. Recent examples: The Challenge of Reform and Revolution in China's Past and Present; Continuity and Change in China's Imperial Past.

Credits: 4

### **HIST 3010 – Historical Methods**

Goals: To transition students from being students of history to being historians. Students learn the skills necessary to write original research papers and discuss some of the key philosophies of history. This course prepares students for their senior seminar or Departmental Honors Project, for graduate school in history, and for work as a professional historian.

Content: Focus on philosophies of history, historical methodologies, analysis, argumentation, research, and writing.

Taught: Annually

Prerequisites: One 1000-level HIST course and one 3000-level HIST course

Note: This course is required for all majors and minors and cannot be taken with the senior seminar.

Credits: 4

### **HIST 3760 – Topics in the History of Imperialism**

Goals: To understand the history of imperialism.

Content: Focus varies. Recent example: The British Empire.

Taught: Alternate years

Credits: 4

### **HIST 3800 – Topics in Gender History**

Goals: To study the history of women and gender.

Content: Focus varies. Recent examples: Homosexuality in Victorian Britain; Women and Revolution in Modern Europe.

Taught: Alternate years

Credits: 4

### **HIST 3880 – Topics in the History of War**

Goals: To understand the history of war.

Content: Focus varies. Recent examples: Europe and WWII; Europe and WWI.

Taught: Alternate years.

Credits: 4

### **HIST 3910 – Topics in Russian and Eastern European History**

Goals: To study the history of Russia and Eastern European History.

Content: Focus varies. Recent examples: Modern Russia from the Empire to the Revolution; The Rise and Fall of the Soviet Union.

Taught: Alternate years

Credits: 4

### **HIST 3930 – Topics in United States History**

Goals: To study the history of the United States.

Content: Focus varies. Recent examples: Reform Movements in American History, Landmark Trials, Immigration, America in the Middle East.

Taught: Alternate years

Credits: 4

### **HIST 3940 – Topics in Latin American History**

Goals: To study the history of Latin America.

Content: Focus varies. Recent examples: 20th Century Mexico.

Taught: Alternate years

Credits: 4

### **HIST 3960 – Topics in Comparative History**

Goals: To practice comparative history.

Content: Focus varies. Recent examples: Disease and Society; Torture and State Terror; The 1960s in Global Perspective.

Taught: Alternate years

Credits: 4

### **HIST 5950 – Seminar in History**

The senior seminar provides a capstone experience in the major, in which students practice and polish previously learned skills and build on previous knowledge and experience to produce a significant research paper.

Taught: Annually

Prerequisites: Junior or senior standing, three 1000-level HIST courses, three 3000-level HIST courses, and completion of HIST 3010 or 3000. (Seven courses total.)

Credits: 4

### **HONS 1000 – Introduction to Honors**

Goals: To introduce students entering the University Honors Program to the mission and values of the program and to one another; to create a culture of excellence among University Honors students.

Content: This course introduces students entering the University Honors Program to the mission and values of the program and to one another. Topics include academic rigor, academic honesty, the purpose and value of reflection, and links between curricular and co-curricular learning.

Credits: 2

### **INTD 3900 – Innovation**

Goals: To introduce, educate, and train students in the basic principles and best practices of the innovation process and to develop, write, and present an innovation plan.

Content: The principles and best practices associated with the innovation process such as product development, market analysis, financial strategy, and intellectual properties; interactive sessions between students and accomplished innovators; and field trips to local innovative corporations.

Credits: 4

### **LEAD 1000 – Leadership for the Common Good**

Goals: To understand the myths surrounding, best practices for, and personal approaches to leadership. To understand the effect an individual can have on society.

Content: This 1000-level course introduces leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership; mythologies of leadership; the impact of identity and difference on leadership expression; the differences between personal and positional leadership; and begin to explore concepts and skills relating to effective leadership and positive change for the common good.

Taught: Fall and spring

Credits: 4

### **LEAD 1010 – Leading Across Groups and Teams**

Goals: To become effective at collaboration and learn best practices for leading with limited authority. To understand personal leadership strategies for supporting effective and functional groups and teams.

Content: In this collaborative course, students will learn the best practices for exercising leadership on groups and teams while possessing little to no formal authority. Today's fluid workplaces require that leaders demonstrate an ability to work both independently and collaboratively, across silos. In this hands-on course, students will explore the theoretical foundations of

collaborative and adaptive leadership while applying that knowledge to impactful group and team projects.

Taught: Fall and spring

Credits: 4

### **LEAD 3000 – Critical Leadership Theory**

Goals: To understand, through a critical lens, the history of the field of leadership and how decolonizing and antiracist approaches can be applied to modern practices of leadership. To explore foundational leadership theories in order to craft one's own theory of exercising effective, ethical leadership.

Content: This writing intensive course will provide students with a solid theoretical foundation for both applied leadership and leadership studies in the future. It explores the central questions: What is leadership? Who determines what is good leadership? How do we influence the trajectory of leadership practices? What is my own philosophy of leadership?

Taught: Fall and spring

Credits: 4

### **LEAD 3010 – Leading Across Global Systems**

Goals: To weave the together threads of their previous leadership courses in order to understand how to effectively engage in systems in evidence-based, culturally appropriate, and sustainable ways as global-citizen-leaders. To provide students the ability to investigate global issues with moral and ethical aspects and connect them to their own lives.

Content: Through readings, research, dialogue, and technology that connects us to the world, we will explore what it means to be a global-citizen-leader in a complex and ever-adaptive world. Using collaborative leadership skills students will focus on identifying, defining, and engaging in one issue or grand challenge through interviewing individuals from across the globe and incorporating evidence-based research from scholarly peer-reviewed journals with diverse and culturally tuned perspectives.

Taught: Fall

Prerequisites: LEAD 1000 and LEAD 3000

Credits: 4

### **LEAD 5100 – Developing Leaders**

Goals: To learn how to develop and empower others to become leaders. To practice bridging leadership practice with leadership theory in community-based settings.

Content: The best leaders develop and empower those around them. Students in this course will study and practice leadership pedagogies, the role of the follower-leader, and research surrounding leadership education. In order to bridge theory with practice, this course has a field experience component where students will practice teaching leadership/ developing others in a setting of their choice. This course serves as the LEAP experience and capstone course for undergraduates in the leadership minor, but is also open to graduate students interested in learning how to teach leadership.

Taught: Spring

Prerequisite: LEAD 3010

Credits: 4

### **LGST 1110 – Legal Systems in American Society**

Goals: Familiarization with the American legal system.

Content: An exploration of the American legal system with special emphasis on the role of law in the American social order. Working models of the judicial system are studied and the legal decision-making process is examined. Emphasis is placed on basic values of the legal system: justice, equality, and fairness.

Taught: Every semester

Credits: 4

### **LGST 1300 – Legal Advocacy, Policy, and Practice**

Goals: To introduce students to legal research and how to navigate the law to understand its impact on their own lives and contexts.

Content: A writing intensive course with emphasis on finding, analyzing, and explaining legislative and regulatory materials, with an introduction to how the courts interpret those policies. Students will explore how

academics and advocates write about the law and practice advocating for policy changes in America.

Taught: Every semester

Credits: 4

### **LGST 1445 – Gender Violence: Transforming Law and Society**

Goals: Analyze how gender-based violence is framed in cultural, legal, political, and institutional or systems contexts, and survey the intersectional relationships between individual social statuses and how they relate to victimization, survivorship, and individual and institutional responses. Develop contextual reasoning and practice critical thinking about legal problems encountered by, and the connections among, systems, victim-survivors, perpetrators, and advocates. Explore pathways leading to systems change.

Content: Survey of feminist approaches to theories used to understand responses to victim-survivors of gender violence within legal, social, institutional, and systems contexts; examination of multiple types of gender violence, including physical, psychological, emotional, and sexual, as well as a range of contexts of violence including domestic/intimate partner violence, campus sexual assault, and stalking; laws and policies defining and governing harassment, criminal sexual conduct, rape, intimate partner and domestic violence, and stalking; personal narratives and case studies of impacted persons; empathy and advocacy skills used in a variety of contexts to further positive systems change.

Credits: 4

### **LGST 3100 – American Constitutional Law and Political Mobilization**

Crosslisted: Also listed as PSCI 3100

Goals: To study the role of the courts in the development of the American Constitution. To introduce students to the "rule of law" concept in Anglo American judicial history.

Content: Study of the United States Constitution and U.S. Supreme Court cases on separation of powers, federalism, civil liberties and civil rights.

Taught: Annually

Note: This course is applicable to majors and minors in Legal Studies and Political Science, regardless of whether it is taken as LGST 3100 or PSCI 3100. This course will not count as breadth of study for either major. Students may not earn credit for both LGST 3100 and PSCI 3100.

Credits: 4

### **LGST 3420 – Topics in Law**

Goals: To provide students with an opportunity to engage in an advanced study in a specialized area of law.

Content: An intensive study of a specific area of law. Topics vary from semester to semester. Some past topics have been: environmental law, immigration law, international human rights law, and intellectual property.

Prerequisites: LGST 1110, and LGST 1300 or concurrent registration

Credits: 4

### **LGST 3430 – History of Women's Action for Legal and Social Change**

Goals: Explore the history of American women's organized activity as a means for legal, policy, and social change leading to citizenship, greater civil rights, and legal equity; survey histories of diverse systems change advocacy communities; investigate how the intersection of law and culture informs expectations, policies, and social practices in intended and unintended ways. Apply legal perspectives to problems in social movements.

Content: History of American women's organized activity and its impact on state and federal law and policy during the nineteenth and early twentieth centuries; why, and in what ways, women become involved in legal and political activism under changing notions of citizenship; understand efforts to transfer social control activities to state and federal legal systems; maternalist and feminist initiatives resulting in the development of law and policy such as Federal Mothers' Pensions, the US Children's Bureau, and the

enactment of the Sheppard–Towner Maternity and Infancy Protection Act; legal social control efforts designed to reform and/or regulate social problems relating to female sexuality and establish concepts of delinquency, including moral reform and social purity movements; development of a "maternal state" through the creation of age of consent laws, criminalization of statutory rape, and regulation of abortion and sex work; state-sponsored institutions governed by law and legislation and how they impacted vulnerable citizens and expanded the carceral state; development and impact of Federal legislation and Constitutional Amendments such as the Nineteenth Amendment, the Comstock Act, and the Equal Rights Amendment.

Prerequisite: LGST 1110 or LGST 1300 with a grade of C- or better, or instructor permission

Credits: 4

### **LGST 3445 - Gender Violence: Transforming Law and Society**

Goals: Analyze how gender-based violence is framed in cultural, legal, political, and institutional or systems contexts, and survey the intersectional relationships between individual social statuses and how they relate to victimization, survivorship, and individual and institutional responses. Develop contextual reasoning and practice critical thinking about legal problems encountered by, and the connections among, systems, victim-survivors, perpetrators, and advocates. Explore pathways leading to systems change.

Content: Survey of feminist approaches to theories used to understand responses to victim-survivors of gender violence within legal, social, institutional, and systems contexts; examination of multiple types of gender violence, including physical, psychological, emotional, and sexual, as well as a range of contexts of violence including domestic/intimate partner violence, campus sexual assault, and stalking; laws and policies defining and governing harassment, criminal sexual conduct, rape, intimate partner and domestic violence, and stalking; personal narratives and case studies of impacted persons; empathy and advocacy skills used in a variety of contexts to further positive systems change.

This course includes a service-learning experience focused on crisis counseling and victim advocacy in conjunction with our community partners Sexual Offense Services of Ramsey County. This experience also provides students with the option to earn a state of Minnesota recognized certification as a Crisis Counselor and Victim Advocate.

Prerequisite: LGST 1110 or LGST 1300 with grade of C- or better, or instructor permission

Credits: 4

### **LGST 3600 - Tort Law**

Goals: To introduce students to the body of law that makes up the field of tort law.

Content: An overview of the rights, obligations and remedies that are applied by courts in civil proceedings to address the claims of individuals that have been injured by the wrongful act of others.

Taught: Annually

Prerequisite: LGST 1110 and LGST 1300, or permission of the legal studies chair.

Credits: 4

### **LGST 3670 - Legal Interviewing**

Goals: To introduce students to general interviewing principles and to explore in more detail interviewing in the legal setting including interviewing clients and witnesses.

Content: The course focuses on developing basic interviewing skills and explores particular features of conducting legal interviews including understanding the ethical implications of legal interviews and of cultural diversity as it affects legal interviewing. Particular attention is given to oral communication skills through participation in small group and large group discussions and presentations. Students will have multiple opportunities to practice and analyze their own and others' oral communication skills and to understand the relationship between their communication choices and outcomes.

Taught: Annually

Prerequisite: LGST 1110 or CJFS 1120

Credits: 4



### **LGST 3680 – Law of Evidence for Legal Professionals**

Goals: To provide an overview of the law of evidence, focusing primarily on the Federal Rules of Evidence but, where appropriate, distinguishing the Federal rules from the Minnesota Rules of Evidence.

Content: This course covers the terminology, concepts and theories of the law of evidence, including methods of reasoning and of assessing reasoning strength and validity. In addition to becoming familiar with evidentiary rules, students will develop familiarity with Federal and Minnesota Rules of Evidence, identify evidentiary issues in hypothetical fact situations, and think critically about evidentiary concepts and issues. The course also emphasizes the importance of collecting and preserving evidence, identifying necessary witnesses, and understanding appropriate techniques in introducing and objecting to evidence.

Taught: Annually

Prerequisite: LGST 1110 or CJFS 1120, and LGST 1300

Credits: 4

### **LGST 3690 – Courts and Testimony**

Goals: By the end of the class each student will be able to demonstrate:

1. Familiarity with legal and psychological terminology, concepts and theories pertaining to forensic psychology;
2. Familiarity with the legal process, particularly relating to evidence, expert witnesses, and juries;
3. Critical thinking skills necessary to identify and analyze issues in hypothetical fact situations.

Content: As a component of the concentration in forensic psychology, this four-credit course provides an interdisciplinary perspective on the role of courts and testimony in the legal system, including selected evidentiary issues, the identification, selection, and preparation of expert witnesses, and jury selection.

Taught: Fall

Credits: 4

### **LGST 3760 – Contracts**

Goals: To provide an overview of contract law.

Content: This course focuses on contract formation and performance using textbook materials and case law. Students will be introduced to the various elements of a valid contract and will learn and apply practical contract drafting skills.

Taught: Annually

Prerequisites: LGST 1110, and LGST 1300 or concurrent registration

Credits: 4

### **LGST 3785 – Feminist Legal Theory**

Goals: Become familiar with feminist legal theory and theoretical methods used to analyze and critique the gendered implications of rules embedded in deeper structures of the law. Practice critical thinking about equality, neutrality, fairness; develop contextual reasoning.

Content: Historical and contemporary feminist concepts and schools of thought that inform feminist legal theories and feminist legal methods; feminist legal theory's connection to analyses of sex, gender, race, sexualities, class, and other intersectional categories of analysis; how feminist legal theory can be applied to real-life contexts and substantive areas of law.

Prerequisite: LGST 1110 or LGST 1300 with grade of C- or better, or instructor permission

Credits: 4

### **LGST 3790 – Law and the Lives of Women**

Goals: To gain a better understanding of the legal system, its impact on women, and the historical development of law in the context of the cultural politics of gender.

Content: Using readings of text and law, and practical learning in the context of advocacy and women's issues, the course examines 1) the historical development of policies aimed at eliminating gender bias and promoting equality and 2) the practice of advocating for women in the current legal system.

Taught: Annually

Prerequisites: LGST 1300 or WSTD 1010, or permission of the legal studies chair.

Credits: 4

### **LGST 5900 – Legal Studies Practicum (Internship)**

Goals: To apply the concepts and principles previously learned in a practical working environment under the supervision of a lawyer and/or an experienced paralegal (legal assistant).

Content: A 150-hour apprenticeship in the performance of the duties of a paralegal in one of the typical settings for members of the profession; hands-on production of drafts and collation of legal documents under experienced supervision and guidance; attendance at weekly seminars, designed to tie experiential and academic experiences together and to ensure adequate preparation for entry in the profession.

Taught: Every semester

Prerequisites: A declared major or minor in Legal Studies and junior or senior status.

Note: Students need to secure an internship before the semester in which they are taking the class and doing the internship.

Credits: 4

### **LGST 8000 – Foundations in Law**

This course introduces students to the study of law and prepares them for academic success in their upper level curriculum. After an initial intense focus on the fundamentals of legal reasoning and analysis, the course offers a general overview of the American legal system and examines the ethics rules that govern the work of lawyers and legal professionals.

Credits: 4

### **LGST 8010 – Civil Litigation Survey and Procedure**

Introduces students to the substantive legal subjects that often form the basis of civil litigation with a focus on tort law. Students will learn the procedures from initial client intake through trial involved in litigating a case in the civil court system. Students will build on skills

and have an opportunity to research and create documents in areas that interest them.

Prerequisite: LGST 8020 or concurrent registration

Credits: 4

### **LGST 8012 – Transactions and Contracts in Business**

This survey course is focused on the legal principles involved in transactional legal work, including real estate, contract, and corporate law. Students will learn the basics of contract law and focus on interpreting contract provisions and understanding the approaches legal and business professionals take when drafting and negotiating contracts.

Prerequisite: LGST 8020 or concurrent registration

Credits: 4

### **LGST 8015 – Regulation in America**

This course surveys the complex web of regulatory authority within which individuals, businesses, and other organizations must navigate. Included is an examination of the powers and procedures of administrative agencies; basic principles of constitutional interpretation, including doctrines and competing philosophies; and the framework of state and federal government under the Constitution. The course includes practical lessons for professionals who frequently interact with administrative law.

Prerequisite: LGST 8020 or concurrent registration

Credits: 4

### **LGST 8020 – Legal Writing and Research**

This course introduces students to the tools necessary for investigation, analysis, and communication of legal concepts. These basic tools are essential in a paralegal professional setting and highly useful in any law-related, compliance, or advocacy work. Students will learn how to find and cite primary and secondary legal sources and to find forms and templates commonly used in legal settings. The course introduces students to the structure of written legal analysis and the skills of legal drafting from short e-mails to longer contracts.

Credits: 4

### **LGST 8045 – Employment Law**

This course surveys the common law and selected state and federal statutory schemes that regulate the employment relationship in the United States. After a brief contextual overview of discrimination law, this course explores the doctrine of employment at will and its erosion; employee hiring and discharge; federal and state wage and hour law; employee privacy rights and freedoms; occupational health and safety; workers' compensation; and a variety of fringe benefit programs.

Credits: 4

### **LGST 8060 – Family Law**

This course will introduce and explore the complex application of legal theories, policies, and practices that affect men, women, and children in their relationships with each other and gender roles in the family law context. The course will emphasize the analytical, practical, and verbal skills necessary for working in the area of family law and will explore access to justice and availability of legal resources impacted by class.

Credits: 4

### **MATH 1130 – Fundamental Concepts of Mathematics**

Goals: To gain an understanding of how the language of mathematics is used in problem solving. This course is especially appropriate for prospective elementary teachers.

Content: Precise formulation of problems, symbolization, strategies for solution of mathematical problems, introduction to various number systems and to mathematical logic.

Taught: Fall and spring

Credits: 4

### **MATH 1150 – Precalculus**

Goals: To learn how to use the calculus of one variable and the fundamental concepts of the calculus, with a concurrent review of precalculus concepts.

Content: Precalculus mathematics emphasizing functions, graphing, and trigonometry concurrent with a first course in calculus.

Taught: Fall and spring term.

Prerequisites: Plane geometry and high school algebra.

Credits: 4

### **MATH 1170 – Calculus I**

Goals: To learn how to use the calculus of one variable and the fundamental concepts of the calculus.

Content: Limits, continuity, derivatives and integrals of functions of one variable. Applications are taken mostly from the physical sciences.

Prerequisite: Twelfth-grade high school mathematics with at least B grades or consent of instructor.

Credits: 4

### **MATH 1180 – Calculus II**

Goals: To learn how to use the calculus of one variable and the fundamental concepts of the calculus.

Content: Integrals of functions of one variable, sequences and series. Applications are taken mostly from the physical sciences.

Prerequisite: MATH 1170 or consent of instructor.

Credits: 4

### **MATH 1200 – Statistics**

Goals: To cover the fundamentals of statistical data analysis.

Content: Elementary probability, descriptive statistics, parametric and nonparametric tests of hypotheses, analysis of variance, correlation and regression. Statistical computing will be in R.

Prerequisite: High school algebra

Note: Credit will not be given for more than one statistics course (MATH 1200, PSY 1340, or QMBE 1310).

Credits: 4

### **MATH 3320 – Multivariable and Vector Calculus**

Goals: To extend concepts of calculus in two variables to the calculus of several variables.

Content: Vector calculus, partial and total differentiation, maximum/minimum problems, multiple integration, line and surface integrals, vector and scalar fields, theorems of Green, Gauss, and Stokes.

Taught: Fall and Spring terms

Prerequisite: MATH 1180

Credits: 4

### **MATH 3330 – Linear Algebra**

Goals: To gain an appreciation for how abstract structures are used to solve theoretical and practical problems.

Content: Systems of linear equations, matrices, determinants, vector spaces and bases, transformations, eigenvectors, introduction to linear differential equations.

Taught: Fall term.

Prerequisite: MATH 1180 or consent of instructor.

Credits: 4

### **MATH 3410 – Mathematical Modeling**

Goals: An introduction to mathematical modeling of quantitative processes in the sciences, with applications from physics, chemistry, biology, economics, etc.

Content: Mathematical models of various types: differential equations (both ordinary and partial), transform techniques, statistical techniques, discrete models, numerical simulations, etc. Some content will vary depending on the interests of the students.

Taught: Fall term, alternate years

Prerequisite: MATH 1180

Credits: 4

### **MATH 3440 – Discrete Mathematics**

Goals: To introduce the concept of the discrete as well as techniques used in higher non-continuous mathematics, providing the necessary background material required by computer scientists for algorithm analysis.

Content: Sets and numeration, combinatorics, logic, algorithms, recursion, generating functions, graphs, and trees.

Taught: Spring term

Credits: 4

### **MATH 3550 – Foundations of Mathematics**

Goals: To study mathematics as a logico-deductive system and to analyze those concepts and techniques that underlie all of mathematics.

Content: Logic, proof construction, sets, relations, functions, mathematical induction, arguments involving infinite sets, number systems, axiomatics.

Taught: Spring term

Prerequisite: MATH 1180

Credits: 4

### **MATH 3560 – Modern Geometry**

Goals: To introduce the concept of model building in mathematics from both a synthetic and an axiomatic point of view.

Content: Various geometries are studied with attention paid to what geometry is. Hilbert's axiom system for Euclidean geometry, hyperbolic geometry, and transformations.

Taught: Alternate years, spring term

Prerequisite: MATH 1170

Credits: 4

### **MATH 3720 – Differential Equations**

Goals: To learn to determine both the qualitative and quantitative properties of those functions which satisfy ordinary differential equations, using both analytic and numerical techniques.

Content: Analytic methods of solution, numeric methods of solution, linear differential equations, series solutions, the Laplace transform, systems of differential equations, initial and boundary value problems, existence theory and applications.

Taught: Spring term, alternate years

Prerequisite: MATH 1180

Credits: 4

### **MATH 3810 – Probability and Mathematical Statistics**

Goals: An introduction to the basic topics of mathematical probability theory and statistics.

Content: Definition of probability, probability distributions (discrete and continuous), expectation, random variables and functions of random variables. Sampling distributions and applications.

Taught: Fall term, alternate years

Prerequisites: MATH 1180, MATH 3320 recommended

Credits: 4

### **MATH 5890 – Modern Algebra**

Goals: An introduction to algebraic structures: groups, rings, and fields.

Content: An introduction to algebraic structures. Topics include normal subgroups, factor groups, and homomorphisms. Development of the elementary concepts of groups, rings, and fields.

Taught: Fall term, alternate years

Prerequisite: MATH 3550

Credits: 4

### **MATH 5910 – Analysis**

Goals: To learn the language, fundamental concepts, and standard theorems of analysis.

Content: An introduction to real analysis with emphasis on proofs of theorems and on problem solving. Topics include properties of the real number system, functions, sequences, limits and continuity, differentiation, integration, and infinite series including sequences and series of functions.

Taught: Fall term, alternate years

Prerequisite: MATH 3550

Credits: 4

### **MATH 5920 – Junior Seminar**

Goals: The student will be introduced to ideas and issues that are outside of the regular undergraduate curriculum, studying how mathematics is used in academia and industry.

Content: Reviews of current research and projects of various mathematicians: senior math majors, guest lecturers, and department staff. Student presentations of topics from internships, independent studies, or honors projects.

Credits: 0.5 per term

### **MATH 5930 – Senior Seminar**

Goals: The student will be introduced to ideas and issues that are outside of the regular undergraduate curriculum, studying how mathematics is used in academia and industry.

Content: Reviews of current research and projects of various mathematicians: senior math majors, guest lecturers, and department staff. Student presentations of topics from internships, independent studies, or honors projects.

Credits: 0.5 per term

### **MATH 5950 – Topics in Advanced Mathematics**

Goals: To synthesize previous work in the various areas of mathematics with the goal of putting the areas in a historical perspective and of relating them to the question of what makes up mathematics.

Content: The content of the seminar varies from year to year depending on the instructor. Attention is paid to the history of mathematics and to filling gaps in the spectrum of mathematics presented at the undergraduate level.

Taught: Spring term

Prerequisite: MATH 3550, senior standing recommended

Credits: 4

### **MGMT 1100 – Personal Power and Influence**

Goals: Students will gain insight into their implicit theories and feelings about power and influence, the resulting impact on their perception of problems and opportunities; and subsequently, how they decide upon particular courses of action.

Content: Students will explore power and influence dynamics as a useful tool for analyzing their surroundings and understanding themselves as actors within it. Class activities will include readings, self-assessment tools and reflective writing.

Credits: 4

### **MGMT 3100 – Foundations of Management**

Goals: To understand basic concepts, theories, and research in management and to apply them to

practical management problems. To relate the liberal arts to work, using a common theme of ethics.

Content: The principal functional areas of management (planning, organizing, controlling, and leading) are examined in the context of organizations and groups. Ethical issues and the different views of work from various fields are examined.

Prerequisites: Sophomore, junior, or senior standing, or consent of the instructor.

Credits: 4

### **MGMT 3130 – Business Law**

Goals: To provide an overview of the law as it relates to the formation, operation, and completion of business transactions. The course is not only intended to assist the student who plans a career in management, but also the student interested in a legal career.

Content: Contracts, sales, secured transactions, commercial paper, and bankruptcy.

Prerequisite: MGMT 3100 (grade of C- or better), and junior or senior standing.

Credits: 4

### **MGMT 3700 – Human Resource Management**

Goals: For students to learn methods for attracting, developing and retaining a workforce that ensures an organization can achieve its mission and goals in a manner such that both the organization and the employees can flourish.

Content: This course takes a strategic approach to Human Resource Management. Topics explored with a dual eye towards both legal requirements and best practices in a competitive labor environment include: recruiting and selection, training and development, compensation and rewards, and retention and wellness programs.

Prerequisite: MGMT 3100 (grade of C- or better), or consent of the instructor.

Credits: 4

### **MGMT 3710 – Operations Management**

Goals: To introduce students to concepts, techniques, and tools related to the design, planning, quality

assessment and control, and improvement of manufacturing and service operations.

Content: Topics including process analysis, improvement, and productivity, quality management, supply management, and inventory management, and how these topics are integrated with high-level financial objectives. Class sessions involve explaining concepts, working examples, discussing cases and performing team projects.

Prerequisite: MGMT 3100 (grade of C- or better) or consent of the instructor.

Credits: 4

### **MGMT 3720 – International Business Environment**

Goals: To provide an overview of the international business environment including key international institutions. In this course, students will explore the meaning and nature of culture as well as its influence on management functions and international business throughout the world. The course will examine dominant cultural norms in key world regions and effective cross-cultural communication and management methodologies designed to enhance international business success.

Content: The nature and role of culture in international business and management, regional cultural norms throughout the world, international negotiating and resolution styles, cross-cultural synergy, international business ethics, international human resources management issues, and international organizations that influence business.

Prerequisite: ECON 1100 and MGMT 3100 (grades of C- or better); junior or senior standing; or consent of the instructor.

Credits: 4

### **MGMT 3730 – Project Management**

Goals: To guide students through fundamental project competencies and behavioral skills needed to successfully launch, lead, and realize benefits from projects in profit and nonprofit organizations.

Content: This course aids students in understanding interpersonal issues that drive successful project

outcomes. Topics covered include project integration, project scope, time and cost management, project team management, risk management and procurement management. The approach is a practical, hands-on application through case studies and class exercises.

Prerequisite: MGMT 3100 (grade of C- or better) or consent of the instructor.

Credits: 4

### **MGMT 3740 – Organizational Leadership**

Goals: To guide students through critical self-analysis and exploration of organizational dynamics to enhance their abilities to be effective leaders in work settings.

Content: Students will explore personal predispositions in communication, conflict management, decision making, team behaviors, and cultural intelligence through assessment tools and in-depth discussion. The course will examine how cognitive and behavioral patterns impact efforts in team, organization and sector settings.

Prerequisite: MGMT 3100 (grade of C- or better) or consent of the instructor.

Credits: 4

### **MGMT 3750 – Innovation and Entrepreneurship**

Goals: To provide students with proven approaches and emerging models for creative and innovative business solutions.

Content: Students will engage in applied activities to develop creative skills, build components of a business plan, and explore innovation within an industry that aligns with their interests. Topics include creative mapping and cognitive processes, product/service design and redesign, rapid prototyping, new venture startup processes, and industry/market systems disruption.

Prerequisite: MGMT 3100 (grade C- or better) or consent of the instructor.

Credits: 4

### **MGMT 3950 – Integrative Leadership Seminar**

Goals: This is a project-based course where students will design and implement a leadership initiative of their choosing.

Content: The instructor will support students in the development of their project and facilitate peer coaching and collaborative reflection activities. In institutional terms, this course represents the C of the SEEC model students learn in FYSEM: See all ideas within a web of connections, Explore those ideas, Evaluate them, and Contribute to the web of Ideas.

Prerequisite: MGMT 1100 (grade of C- or better)

Credits: 2

### **MGMT 3960 – Internship with Seminar**

Goals: To provide an opportunity to apply students' skills and knowledge in a working/learning context. To complement internships by providing discussion groups for sharing and crosschecking students' experiences.

Content: Students must hold an internship and will also meet once a week as a group to articulate and assess their experiences.

Prerequisite: Junior or senior standing, or consent of the instructor. Primarily intended for economics and business majors, but other majors with administrative internships are welcome.

Credits: 2

### **MGMT 5860 – Strategic Management**

Goals: To learn to think strategically. To learn to work effectively on a policy setting management team. To develop knowledge and skills necessary to analyze and resolve formulation and implementation issues.

Content: The formulation and implementation of management strategy, utilizing learning from other business courses and insights from business experiences.

Prerequisites: MGMT 3100, MKTG 3100, FIN 3100 (grades of C- or better), and senior standing

Credits: 4

### **MKTG 3100 – Foundations of Marketing**

Goals: To understand basic marketing concepts and to apply them to practical marketing problems.

Content: Legal, behavioral, ethical, competitive, economic, and technological factors are examined as they affect product, price, promotion, and place decisions.

Prerequisites: Sophomore status or higher

Credits: 4

### **MKTG 3500 – Advertising and Marketing Communications**

Goals: Students will learn the principles of advertising and Integrated Marketing Communications (IMC) and be able to create and evaluate best-in-class advertising campaigns.

Content: Topics include IMC strategy and planning, history of advertising, consumer segmentation/targeting, creative development and execution (TV, Print, Digital, etc.), media buying, and advertising and ethics.

Prerequisite: MKTG 3100 with a grade greater than or equal to C-

Credits: 4

### **MKTG 3710 – International Marketing**

Goals: To provide students with a fundamental understanding of concepts, theories, issues, and practices related to international and global marketing. The course will explore marketing issues in crosscultural perspectives and investigate culturally appropriate global opportunities. The course will also address ethical issues related to market development and explore the managerial implications of these cultural and ethical issues as they relate to the market practice.

Content: Global marketing and marketing research, social and cultural environment, political, legal, and financial environment, segmenting and targeting, exporting and importing, product pricing, distribution, and advertising in the global marketplace.

Prerequisite: MKTG 3100 with a grade of C- or better

Credits: 4

### **MKTG 3720 – Marketing Research**

Goals: This course introduces the fundamentals of market research in order to prepare students to conduct basic research or to be more informed consumers of marketing research services.

Content: Major topics include the use of secondary research, research design for surveys, experiments, and focus groups, and both quantitative and qualitative data analysis.

Taught: Spring semester

Prerequisites: MKTG 3100 and QMBE 1310 (or equivalent statistics course) with grades of C- or better, or instructor permission

Credits: 4

### **MKTG 3730 – Digital Marketing Strategies**

Goals: Students will gain an understanding of the increasingly important world of internet-mediated marketing of 1) physical goods and services and 2) digital goods such as music.

Content: Students will view these markets and their implications from both the buyer and seller sides and explore the rapidly emerging, and often disruptive, new platforms that are both replacing and complementing traditional "bricks and mortar" marketing channels.

Prerequisite: MKTG 3100 (grade of C- or better), or instructor permission

Credits: 4

### **MKTG 3735 – Project Management**

Crosslisted: Also listed as MGMT 3730

Goals: To guide students through fundamental project competencies and behavioral skills needed to successfully launch, lead, and realize benefits from projects in profit and nonprofit organizations.

Content: This course aids students in understanding interpersonal issues that drive successful project outcomes. Topics covered include project integration, project scope, time and cost management, project team management, risk management and procurement management. The approach is a



practical, hands-on application through case studies and class exercises.

Prerequisite: MGMT 3100 (grade of C- or better) or consent of the instructor

Credits: 4

### **MKTG 3740 – Consumer Behavior**

Goals: This course provides students a thorough understanding of consumer behavior and relates the consumer behavior concepts to marketing theory and practice. The course is structured to enable students to develop critical thinking and decision-making skills in consumer behavior and marketing. By working through consumer behavior problems, cases and exercises, the students get a chance to experience some of the professional challenges, issues, and decisions that face marketers and to develop their marketing knowledge and skills.

Content: An interdisciplinary approach to the study of consumer behavior, with emphasis on the implications for marketing of theory and findings from the behavioral sciences.

Prerequisites: QMBE 1310 (or equivalent statistics course) and MKTG 3100 (grades of C- or better), or consent of the instructor

Credits: 4 credits

### **MKTG 3750 – Marketing Communication**

Goals: Students will learn the theory and practice of contemporary marketing communication practices, known as Integrated Marketing Communication (IMC).

Content: The course covers the role of IMC in branding, positioning, and creative strategies, including both paid and unpaid media options. Media choices include traditional print and broadcast, face-to-face and electronic. Emphasis is placed on performance evaluation, enabling marketers to identify the return on their marketing investments.

Prerequisites: MKTG 3100 and satisfaction of the communication requirement for the BBA core (grades of C- or better), or consent of the instructor.

Credits: 4

### **MKTG 3755 – Behavioral and Experimental Economics**

Crosslisted: Also listed as ECON 3750

Goals: To broaden the students' understanding of economic theory by incorporating knowledge from other social sciences and by expanding traditional economic models to better understand and predict human behavior.

Content: Evidence suggests that human beings often do not behave according to the strict rational-actor assumptions inherent in traditional economic theory. This new and growing field of economics seeks to improve our ability to predict and understand phenomena including altruism, trust, reciprocity, and loss-aversion. The course will incorporate economics experiments and game theory methods to examine human behavior. These concepts will be applied to a wide range of contexts, from consumer or investor behavior to health care, dating, and procrastination.

Taught: Alternate years

Prerequisites: ECON 1100 and QMBE 1310 (or equivalent statistics course), with grades of C- or better, or consent of the instructor

Credits: 4

### **MKTG 3760 – Professional Selling**

Goals: Students will learn how individuals interact with customers, vendors and one another in a competitive environment.

Content: The course covers selling techniques, persuasive communication, oral and verbal presentation skills useful for one-to-one presentations, team selling and telemarketing techniques. Students will learn skills useful in both the industrial and consumer areas.

Prerequisite: MKTG 3100 (grade C- or better) or consent of the instructor.

Credits: 4

### **MKTG 3770 – Marketing Data Analysis**

Goals: To introduce students to data-centered analysis for critical aspects of marketing.

Content: Topics covered include sales forecasting, profitability analysis, market segmentation, promotion budgeting, and database marketing. Students will cover essential decision models and metrics with data sources and techniques for effective marketing decisions.

Prerequisites: MKTG 3100 and QMBE 1320 (grades of C- or better), or consent of the instructor.

Credits: 4

### **MODL 1010 – The Language Phenomenon**

Goals: To understand language, the uniquely human enterprise, and particularly the English language. To describe language—its sound patterns, its forms, its meanings, its structural patterns. To determine how languages are born, evolve, and die. To discern how both first and second languages are acquired.

Content: English phonetics, phonology, morphology, writing, syntax, semantics. Language both in its social context—dialects, slang, taboos, language acquisition—and in its historical context—philology and etymology. Class activities may include reading from Lewis Carroll, collecting speech samples from soundtracks, media, and the street, creating a new language and analyzing word games.

Taught: Annually

Credits: 4

### **MODL 1020 – Language and Society**

Goals: To examine how language reflects an individual's or group's status or power in society, social class, ethnic background, geographical or regional origins, political associations, and religious identity, as well as gender.

Content: Sociolinguistics examines urban complexities and emphasizes the effect of our attitudes on speech. Students discover their own idiolects and verbal repertoires, learn why Italians in New York might hypercorrect, why some men choose not to speak as well as women do (covert prestige), why we call someone "Dr." one moment and "Jimmy" or "Jane" the next, and why we use taboo words. Our linguistic choices tell others how conservative or liberal, how religious, how sexist, how racist, or how

status-conscious we are. Special attention is given to the origins of African-American English and its characteristics as reflected in literature.

Taught: Annually

Credits: 4

### **MUS 1030 – Music in World Cultures**

Goals: To introduce students to the music of diverse cultures.

Content: This course introduces selected musical traditions from around the world, featuring case studies from Africa, the Caribbean, Asia, the Middle East, Europe, Oceania, Latin America, or North America. Students will be introduced to the discipline of ethnomusicology, which explores the relationship between cultural context and various forms of human musical expression including as a meaningful aspect of daily life. Students will also learn to identify the basic elements of music, such as melody, rhythm, harmony, timbre, texture, and form, as found in various musical cultures, will learn the variety of uses and functions attributed to music and gain a glimpse into the musicians' perspectives. Offered both online and on-campus. Attendance required at performances outside the regular class time. The on-campus section includes some hands-on musical activities.

Taught: Every semester

Credits: 4

### **MUS 1040 – Music Technology for Creative Artists**

Goals: To provide the creative musical artist with foundational digital tools.

Content: This course is primarily an introduction to LOGIC as the preferred software for DAWs (Digital Audio Workstations) and the essential tool for the contemporary artist. Class activities will focus on experience with:

- Basic LOGIC/DAW session workflow
- Midi and single source audio programming and recording

Credits: 2

### **MUS 1041 – Audio Mixing**

Goals: To learn basic mixing principles and techniques.

Content: Study the history and changing art of mixing.

Learn about track session prep, EQ types and uses, reverb types, sonic qualities, compression, in-the-box vs console mixing (digital vs analog), mix buss, and delivery formats (mastering, spotify, iTunes).

Credits: 2

### **MUS 1042 – Music Industry Marketing**

Goals: To understand how social media and streaming services are changing the industry.

Content: Exploration of what social media IS for the artist, website vs instagram, and how to drive traffic to your site. Learn about non-traditional marketing - stock libraries, jingle houses - and the move away from royalties by mainstream tv and streaming services. Examine uses of YouTube and the vlog/subscribe culture.

Credits: 2

### **MUS 1043 – Music Business for Independent Artists**

Goal: To be able to manage the business side of a career.

Content: Essential knowledge about contracts, royalties, copyright laws, taxes, online sales, and more.

Credits: 2

### **MUS 1044 – Studio Techniques for the Music Producer**

Goal: To provide experience in the professional recording studio environment.

Content: Learn the tools of the trade and the process. Tools include audio signal path and gain stage basics, microphone types/uses, preamps, compressors, EQ, and reverb - what they are and do. Activities will focus on how technology serves the Artist/Producer. Students learn how to set up for sessions (as well as tear down/properly store gear), how to run a session and develop a musical vision as a producer. Several workshop-length sessions in a professional studio will complement the classroom and online learning.

Credits: 2

### **MUS 1045 – Introduction to Live Sound**

Goal: Run live sound for events, bands, concerts, theater.

Content: Live band set-up and sound reinforcement (miking, monitors, stage volume, DAW tracks), integration of sound, lights, video, basic theater sound requirements (QLab basics, wireless vocal microphones).

Credits: 2

### **MUS 1070 – Beginning Class Voice**

Goal: Learn basic vocal production and singing techniques.

Content: Breathing, sound production, diction, vowel placement, ensemble basics.

Taught: Every semester

Note: May be repeated once for credit.

Credits: 2

### **MUS 1110 – Roots of American Popular Music**

Goals: To learn how the social and economic history of the early 20th century helped create the new American musical forms of R&B, blues, country, folk, gospel, and bluegrass; to provide a musical context to address the broader social issues facing America in the late 19th- and early 20th-century: Immigration, racism, social class, urbanization, ethnic integration, and youth protest.

Content: This course provides students with a background to the origins of contemporary popular music. Content will include readings, recordings, documentaries, and video performances of early American musical styles, including R&B, blues, country, folk, gospel, and bluegrass.

Credits: 4

### **MUS 1130 – University Chorale**

Goals: To develop healthy vocal production and ensemble skills.

Content: A non-auditioned treble chorus performing a wide variety of secular and sacred repertory from

ancient to modern. One or two concerts are given each semester.

Credits: 1 or 0

### **MUS 1210 – Beginning Class Piano**

Goals: To develop basic keyboard skills and music fundamentals.

Content: Music notation, sight reading, intervals, rhythm and meter, scale and triad building, harmonization, elementary repertory, and improvisation.

Taught: Every semester

Note: May be repeated once for credit.

Credits: 2

### **MUS 1250 – Invitation to the Opera**

Goals: To introduce students to the practice and history of opera.

Content: The chronology of opera in western music will be described. Examples of live and video-taped performance will be examined critically.

Credits: 4

### **MUS 1600 – Class Violin**

Goals: This 1000-level course is intended for students who would like to develop their violin technique and explore alternative styles, such as bluegrass, Irish, and other ethnic fiddle traditions.

Content: Students will meet weekly as a class to work on pieces which will be performed at the end of the semester in a student recital.

Taught: Every semester

Note: Beginning violin students are welcome, as well as students with some violin experience. Note-reading is helpful but not required. May be repeated for credit.

Credits: 2

### **MUS 1750 – Class Guitar**

Goals: To learn the fundamentals of guitar playing.

Content: Learn chords, progressions, strumming patterns, finger-style playing, and guitar notation. These skills are applicable to various popular styles of guitar music. Develop playing by ear and learn the

fundamentals of reading music notation. Songs in a variety of musical styles will be studied – folk, pop, blues, classical.

It is helpful if you can supply your own acoustic guitar (steel-string or nylon string), however, instruments are available for loan on a first-come-first serve basis.

Taught: Every semester

Credits: 2

### **MUS 3040 – Advanced Music Technology for Creative Artists**

Goals: This class will focus on LOGIC's functionality as a music media scoring and sound design platform/tool.

Content: Commercial "jingle" writing and Sound Design, TV (short form advertising), Film (long form media and theater sound design (script details, director vision translated into sound)).

Note: Students are expected to have a working knowledge of Logic Pro software.

Credits: 2

### **MUS 3070 – Advanced Class Voice/Intermediate Ensemble**

Goals: Improvement of vocal technique and development of skills involved in solo and ensemble singing.

Content: Intermediate vocal technique- breathing, sound production, diction, vowel placement, and solo/ensemble singing.

Taught: Every semester

Prerequisite: Previous vocal experience (choir, voice lessons, voice class)

Note: May be repeated once for credit.

Credits: 2

### **MUS 3120 – A Cappella Choir**

Content: Performance of sacred and secular repertory from the sixteenth century to the present. Several concerts are given each semester, with concert tours every four years.

Prerequisite: Members chosen by audition.

Credits: 1 or 0

### **MUS 3140 – Hamline Wind Ensemble**

Goal: Development of repertoire; development of individual technique and ensemble skills.

Content: Musical experience for woodwind, brass, and percussion players through rehearsal and performance of original wind band literature as well as quality transcriptions. Repertoire covers three centuries. Ensemble experience includes small chamber ensembles (3 to 10 players) of like instrumentation, mixed instrumentation, and sectional choirs.

Prerequisites: Experience playing an instrument. Seating auditions at start of term.

Credits: 1 or 0

### **MUS 3150 – Jazz Ensemble**

Content: Students in Jazz Ensemble will rehearse, study, improvise, and perform music in a wide range of classic and contemporary jazz styles. Open to instrumentalists within the standard jazz orchestra score: saxophones, trumpets, trombones, piano, guitar, acoustic/electric bass, drum set, vibes/percussion. Other instruments will be considered by request of the director; vocal soloists by director's invitation only. Due to the limits of instrumentation or ability, auditions may be required for membership in the ensemble.

Prerequisites: Experience playing an instrument. Seating auditions at start of term.

Credits: 1 or 0

### **MUS 3160 – Hamline Orchestra**

Content: Students study and perform orchestral repertoire from the 18th century to the present. In string and wind sectionals, students explore orchestral excerpts, conducting, and repertoires for single families of instruments.

Prerequisite: No formal prerequisite, though advanced intermediate performance skills are expected. Ensemble membership is subject to placement auditions at start of term.

Note: There will be an additional one hour required weekly sectional rehearsal for each section of violins, violas, and cello/bass, as well as soloists depending on the repertoire. Day/time tbd. Specific class times are to

be arranged between the instructor and the entire section of students at the start of the term.

Credits: 1 or 0

### **MUS 3170 – Chamber Music/Small Ensembles**

Goals: To learn repertoire and effective rehearsal techniques; to improve ability in performance and expressions; to develop skills in problem-solving, leadership, teamwork, and interpersonal communication.

Content: Students in this course are assigned into small groups of 2-6 musicians appropriate to their instrument or voice and the genre or style of music in which they are interested. This includes same-family or mixed instrumental group, vocal ensemble, acoustic-contemporary groups and ethnic bands. Recent examples include jazz combo, cello choir, string trio, string quartet, piano trio, flute quartet, percussion ensemble, and woodwind quintet. Two hours of practice per week, collaboratively scheduled, are divided between student-run rehearsals and faculty-directed coaching sessions.

Taught: Every semester

Prerequisite: Experience making music

Note: May be repeated for credit.

Credits: 1 or 0

### **MUS 3220 – Advanced Class Piano**

Goals: Development of repertoire, technique, and sight-playing. This course prepares students for private performance studies.

Content: Intermediate repertoire, scales and arpeggios in multiple octaves, triads and inversions, chord progressions, and harmonization from lead sheets, and improvisation.

Taught: Every semester

Prerequisite: MUS 1210 or instructor permission

Note: May be repeated once for credit.

Credits: 2

### **MUS 3310 – Topics in Medieval and Renaissance Music**

Goals: Designed for nonmajors and majors, the course will explore diverse issues in early music. The dominance of the Church, the rise of the "secular," the impact of the doctrines of "courtly love," and the contexts of the other arts and politics; these and others will be studied in their relationship to specific musical works of the period.

Content: Representative compositions from Gregorian chant to Palestrina.

Taught: Alternate years

Credits: 4

### **MUS 3320 – Topics in Baroque Music**

Goals: Designed for non-majors and majors, the course will explore issues in 17th and 18th century music. The domination of language and its impact on opera, the age of Kepler, Newton, and Galileo running parallel to the new flowering of instrumental music; these and others will be studied in their relationship to specific musical works of the period.

Content: Representative compositions from Monteverdi to Bach and Handel.

Taught: Alternate years

Credits: 4

### **MUS 3330 – Music in the Age of Enlightenment and Revolution**

Goals: Designed for non-majors and majors, the course will explore issues in 18th and 19th century music. The impact of the enlightenment and the American and French Revolutions, the differentiation of concepts of Classicism and Romanticism, the import of late 19th century thought (Darwin, Marx, Freud); these and others will be studied in their relationship to specific musical works of the period.

Content: Music of Haydn, Mozart, Beethoven, Chopin, Billings, Brahms, Wagner, and others.

Taught: Alternate years

Credits: 4

### **MUS 3340 – Topics in Twentieth and Twenty-First Century Music**

Goals: Designed for nonmajors and majors, the course will explore issues in the music of the 20th century. The impact of wars, of political systems, of technology, of gender and race, the import of expressionism, of impressionism, of technical systems, and of the conflict between classical and popular cultures; these and others will be studied in their relationship to specific musical works of the period.

Content: American music, serialism, electronic music, new structural principles.

Taught: Alternate years

Credits: 4

### **MUS 3350 – Music History I**

Goals: Provide students with a rigorous knowledge of the chronology of music history. Ability to read music required.

Content: A detailed survey from the time of the Greeks to the early 18th century.

Taught: Alternate years, fall term.

Credits: 4

### **MUS 3360 – Music History II**

Goals: Provide students with a rigorous knowledge of the chronology of music history. Ability to read music required.

Content: A detailed survey from the early 18th century to the mid-19th century.

Taught: Alternate years, spring term.

Credits: 4

### **MUS 3410 – Theory of Music I: The Language of Music**

Goals: Reinforce fundamentals of music and develop a basic knowledge of tonal harmony.

Content: Fundamentals of music notation and systems, introduction to analysis, sight-singing, and aural training including computer-based instruction. Course work requires basic piano skills. Students should have basic piano skills prior to Theory I. For assessment of piano skills or assistance with registration for MUS 1210,

3220, 3510, contact Professor Kathy Thomsen (kthomsen03), director of piano curriculum.

Taught: Annually, fall term

Note: In addition to the regularly scheduled class time, there is a required one hour per week solfege lab. Meeting time will be determined at the start of the term.

Credits: 4

### **MUS 3420 – Theory of Music II: Techniques of Analysis & Composition**

Goals: Intermediate development of written and aural skills.

Content: Harmonic progression, seventh chords, modulation, composition in small forms, and aural training including harmonic dictation. Elements of style analysis.

Taught: Annually, spring term

Prerequisite: MUS 3410

Credits: 4

### **MUS 3430 – Theory of Music III: Chromatic Harmony**

Goals: To develop advanced skills in theory for music majors.

Content: Chromatic harmony, analysis of musical forms, style analysis, and aural analysis and composition.

Prerequisite: MUS 3420

Credits: 4

### **MUS 3500–3730 – Performance Studies**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 half-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Orchestral string and vocal students are required to participate in a departmental ensemble. Audition required for new students. Requirements may be waived by permission of Ensemble Director.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 2

Lesson Fees: \$100.00 for declared majors, \$350.00 for non-majors

- MUS 3500 – Voice
- MUS 3510 – Piano
- MUS 3515 – Jazz Piano
- MUS 3520 – Organ
- MUS 3530 – Harpsichord
- MUS 3540 – Guitar
- MUS 3550 – Flute
- MUS 3560 – Oboe
- MUS 3570 – Clarinet
- MUS 3580 – Saxophone
- MUS 3590 – Bassoon
- MUS 3600 – Violin
- MUS 3610 – Viola
- MUS 3620 – Cello
- MUS 3630 – Jazz Guitar/Electric Bass
- MUS 3635 – Double Bass
- MUS 3640 – Trumpet
- MUS 3650 – French Horn
- MUS 3660 – Trombone
- MUS 3670 – Tuba
- MUS 3680 – Baritone Horn
- MUS 3690 – Harp
- MUS 3700 – Percussion
- MUS 3710 – Composition-Popular Music
- MUS 3720 – Composition: Sound Design and Classical
- MUS 3730 – Composition-Jazz

### **MUS 5500–5730 – Performance Studies**

Goals: To develop musicianship and performance skills through individualized instruction.

Content: Instructor and student create an individualized study plan at the start of term based on the student's level, interests and goals and college-level expectations. 12 one-hour lessons, one meeting per week through the semester to be scheduled at a mutually convenient time.

Orchestral string and vocal students are required to participate in a departmental ensemble. Audition required for new students. Requirements may be waived by permission of Ensemble Director.

Note: Students may not register for private lessons at other ACTC schools.

Credits: 4

Lesson Fees: \$200.00 for declared majors, \$700.00 for non-majors

- MUS 5500 – Voice
- MUS 5510 – Piano
- MUS 5515 – Jazz Piano
- MUS 5520 – Organ
- MUS 5530 – Harpsichord
- MUS 5540 – Guitar
- MUS 5550 – Flute
- MUS 5560 – Oboe
- MUS 5570 – Clarinet
- MUS 5580 – Saxophone
- MUS 5590 – Bassoon
- MUS 5600 – Violin
- MUS 5610 – Viola
- MUS 5620 – Cello
- MUS 5630 – Jazz Guitar/Electric Bass
- MUS 5635 – Double Bass
- MUS 5640 – Trumpet
- MUS 5650 – French Horn
- MUS 5660 – Trombone
- MUS 5670 – Tuba
- MUS 5680 – Baritone Horn
- MUS 5690 – Harp
- MUS 5700 – Percussion
- MUS 5710 – Composition–Popular Music
- MUS 5720 – Composition: Sound Design and Classical
- MUS 5730 – Composition–Jazz

### **MUS 5930 – Senior Project**

Goals: Develop a substantial research paper, recital program, recording, lecture–recital or other project appropriate to the discipline of music.

Content: Student works closely with instructor to develop, research, or otherwise prepare a capstone

project. The project proposal must be submitted to the music faculty and approved prior to senior year.

Taught: Every semester

Prerequisites: Senior music major status

Credits: 4

### **NEUR 3100 – Neurological Diseases, Disorders, and Society**

Goals: To introduce students to the nervous system, with a focus on nervous system dysfunction; to examine the biological basis of both the causes and treatments of neurological disorders; to investigate how shifting societal viewpoints impact the diagnosis, treatment, and representation of neurological diseases and disorders.

Content: Learn about the function and dysfunction of the nervous system. A variety of neurological diseases and disorders (such as epilepsy, autism spectrum disorder, Alzheimer's disease, and others) will be discussed, including the underlying mechanisms of the dysfunction, the overall impact to individuals with these disorders, and the current treatment options available. We will also discuss the societal impact of these disorders and the depiction of neurological conditions in popular culture.

Taught: Spring term

Prerequisite: BIOL 1510 or PSY 1330 with a grade of C– or better

Credits: 4

### **NEUR 5900 – Advanced Neuroscience**

Goals: This course aims to provide majors with an opportunity to apply the knowledge learned in previous coursework to analyze and discuss recent developments in neuroscience. Additionally, students will explore career options and post–secondary educational opportunities related to the field of neuroscience.

Content: Students critically examine recent research in neuroscience. Students will also learn about career and educational opportunities within the field of neuroscience, reflect on their career goals, and develop



materials (resume, curriculum vitae, personal statements, etc.) relevant to their future plans.

Taught: Alternate years, fall term

Prerequisites: Neuroscience major and junior or senior status

Credits: 2

### **NEUR 5960 – Developmental Neurobiology**

Goals: To introduce the molecular and cellular processes underlying the development of a functional nervous system. To develop critical evaluation skills through reading and discussing primary literature in the field of developmental neurobiology. To synthesize topics and approaches to develop an original research proposal. To design and perform experiments with model organisms commonly used in developmental neuroscience studies.

Content: Mechanisms driving the formation of nervous tissue and generation of diverse types of neurons; migration of cells within the nervous system; outgrowth and pathfinding of axons; synaptic formation and reorganization.

Taught: Alternate years, fall term

Prerequisite: BIOL 3050 or BIOL 3060 or BIOL 3100 with a grade of C- or better

Credits: 4

### **NPFT 1010 – Introduction to Nonprofit Management and Leadership**

Goals: To provide an introduction to the history and development of the nonprofit sector in the United States, with particular focus on the impact and approaches of nonprofits. While there are some core similarities among what are called nonprofit organizations, the range, purpose, and intention of nonprofits is extremely diverse. We will look at this array of organizations, then dive into some key areas in running a successful nonprofit.

Content: The course will introduce students to some of the core skills and ingredients of successful nonprofit organizations---governance, strategic planning, fundraising, financial management and advocacy. Guest speakers, who are leaders in the nonprofit sector,

will share their career paths and glimpses into their nonprofit organizations.

Credits: 4

### **NPFT 3000 – Civic Engagement and Community Building**

Goals: Fundamental to our democracy is the active involvement and public work of citizens. The nonprofit sector helps create and build our communities. At the center of public work is furthering the common good. Students explore how they and other citizens can be co-creators of their community and harness the skills and power of citizens through volunteerism.

Content: This course also explores how citizens can be at the center of solving problems and building community. How is it that ordinary people develop the skills, identities and confidence to be co-creators shaping the world in a democratic way?

Credits: 4

### **NPFT 3010 – Events Planning and Management for Nonprofits**

Goals: To help students develop knowledge and skills in tracking and reporting organizational impact, crafting budgets and analyzing financial statements, and developing a positive, performance driven work culture.

Content: Nonprofit organizations use three groups of metrics to track their overall health and benefits to society. Healthy nonprofits are able to demonstrate clear impacts on the clients and communities they serve; they maintain solid financial health through sustainable growth, asset management, and attention to cash flow; and they develop an organizational culture with strong employee engagement and commitment. The common theme for the class is the holistic and interdependent nature of impact, finances and people.

Credits: 4

### **NPFT 3020 – Staff and Volunteer Management for Nonprofits**

Goals: To ensure long term health and sustainability, nonprofit organizations need ongoing efforts to cultivate organizational resources. These resources

include earned revenue streams, charitable funding (grants and contributions), strategic financing (loans and impact investments) and community partnerships.

Content: This course will provide students with a comprehensive overview and framework for resource development. Students will develop specific knowledge and skills in crafting development plans, managing individual donor programs, writing grant proposals, and fostering mutually beneficial partnerships / collaborations. Students will also be introduced to social ventures and other forms of earned revenues for nonprofits.

Credits: 4

### **NPFT 3960 – Internship with Seminar**

Goals: This course is intended to be the cumulative application of all the competencies developed in the program.

Content: Internship selection and placement will be finalized during the prior semester to ensure an engaging and productive work experience emphasizing hands-on learning with weekly attendance in a classroom seminar. The internship incorporates education and professional development into a service-learning work experience, including the production of a senior portfolio.

Prerequisite: NPFT 1010 (grade of C- or better), or consent of the instructor

Credits: 2

### **PBHL 1100 – Introduction to Public Health**

Goals: To provide students with a broad overview of the interdisciplinary field of public health with particular emphasis on health equity and the social determinants of health.

Content: This course will introduce the field and study of public health, including: basic concepts of population health and epidemiology; the history of public health; analytical tools used to study public health issues; social, behavioral, and cultural aspects of health; disparities in public health; and health promotion and prevention of disease and injury. This course takes, as its premise, that public health is inherently a social

justice issue and that health equity is the number one priority leading public health today.

Taught: Fall and Spring

Credits: 4

### **PBHL 1200 – Introduction to Infectious Diseases and Public Health Microbiology**

Goals: To introduce students to the fundamental properties of microbes and their role as disease causing agents; to recognize and define scientific terms commonly used when describing the causes and transmission of microbial diseases; to become familiar with scientific approaches and techniques used to study diseases and their impact on public health.

Content: Structure and function of bacterial cells and viruses, basic mechanisms of microbial virulence, reservoirs and transmission routes of infectious agents, techniques to identify and monitor microbial diseases, food safety, discussion of major epidemics and their impact on public health and society.

Taught: Every other year

Credits: 4

### **PBHL 3020 – Global Health I**

Goals: To introduce students to the dynamic field of global health and cultivate an appreciation for the pursuit of health equity for all people.

Content: Introduction to the history of colonial medicine, international development, and the emergence of a global health framework. Introduction to a set of analytic tools utilized by practitioners and scholars: biosocial approach to health and illness; health disparities and the global distribution of poor health (global burden of disease); the nature, effects, and limitation of medical and public health interventions; discipline and biopower; structural violence and social suffering. Exploration of case studies such as HIV/AIDS, malaria, MDRTB, mental health and disability, SARS-CoV-2. Students will gain an understanding of how global health integrates knowledge from epidemiology, medicine, political economy, as well as the social and behavioral sciences.

Prerequisite: PBHL 1100 with a grade of C- or better

Credits: 4

### **PBHL 3100 – Epidemiology**

Goals: Epidemiology is the study of the determinants and distribution of health-related states or events in populations. This course will introduce students to the principle methods and approaches of epidemiology, and how epidemiology contributes to the understanding and improvement of population health.

Content: Etiology and pathophysiology of infectious and chronic diseases and conditions, patterns of disease, models of disease spread, risk factors and prevention methods, outbreak investigation, surveillance and monitoring, screening, design of investigations and interventions. Current epidemiological research will be analyzed using published literature.

Taught: Annually

Prerequisite: PBHL 1100

Credits: 4

### **PBHL 3200 – Topics in Health Equity**

Goals: The purpose of this course is to provide students with an advanced engagement with 1) the social determinants of health, 2) health disparities, and 3) strategies to address the social determinants of health and reduce health disparities through a health equity and anti-racist approach.

Content: Students will gain a better understanding of research on health disparities and interventions to promote health equity and antiracism.

Prerequisite: PBHL 1100 with a grade of C- or better, or instructor permission

Credits: 4

### **PBHL 3500 – Nutrition for Health and Fitness**

Crosslisted: Also listed as EXSC 3500

Goals: To acquaint students with the fundamental concepts of nutrition, and develop the skills needed to perform basic dietary analyses and design practical nutritional strategies to address various nutritional needs and challenges; to familiarize students with the research methodologies used to investigate nutrition,

enable students to evaluate claims based on empirical evidence, and help students appreciate the impact of advances in nutrition research on individuals and society.

Content: This course will give students an understanding of the role of nutrition in overall health and wellness, disease prevention and treatment, and in athletic performance, recovery, and training adaptation. Topics covered will include: basic human metabolism; energy intake and energy balance; macronutrients, micronutrients, and recommendations for intake based on individual needs; how diet contributes to development and progression, as well as prevention and treatment, of many chronic diseases; how to evaluate dietary claims and the latest "fad" diets; dietary assessment methods; changing dietary needs across the lifespan; how diet affects physical performance in sport/exercise training and competition; and the role of nutrition in recovery from and adaptation to exercise training at the cellular and molecular level.

Taught: Spring term

Prerequisite: BIOL 1120 or BIOL 1510 or BIOL 1520 with a grade of C- or better

Credits: 4

### **PBHL 5020 – Global Health II**

Goals: To introduce students to the dynamic field of global health and cultivate an appreciation for the pursuit of health equity for all people.

Content: This interdisciplinary course is designed to introduce students to the field of global health and should be viewed as a culmination of the public health major and an opportunity to apply all you have learned in a global context. This course aims to frame global health's collection of problems and actions with a particular biosocial perspective. It first develops a toolkit of analytical approaches and then uses them to examine historical and contemporary global health initiatives with careful attention to a critical sociology of knowledge. We will investigate what the field of global health may include, how global health problems are defined and constructed, and how global health

interventions play out in expected and unexpected ways.

Prerequisites: PBHL 1100 and PBHL 3020 with grades of C- or better

Credits: 4

### **PBHL 5400 – Topics in Public Health**

Goals: Examine a current topic in public health by reading and discussing current research literature.

Content: Critical discussion and analysis of a current topic in Public Health.

Prerequisite: ANTH 3300, EXSC 3300, GLOB 3020, or SOC 3930 (research methods)

Credits: 4

### **PBHL 5950 – Senior Seminar**

Goals: This course provides an overarching capstone experience to seniors graduating with a degree in Public Health Sciences. To synthesize and apply the concepts and approaches from the broad field of Public Health Sciences learned through prior coursework and the internship or research experience; to prepare for the next steps in the academic or career path; and to engage with research, collect and analyze public health data, and create public health educational and outreach materials.

Content: In this course you will have the opportunity to relate what you have learned during your Public Health Sciences major to an advanced Public Health issue. Embedded in this process you will learn how to conduct Public Health research such as how to engage with communities, communicate professionally, prepare and conduct research, analyze research, translate research into outreach materials, and communicate public health outcomes in a public forum.

Taught: Fall and Spring

Prerequisites: Senior standing. The internship or research experience should either be completed prior to enrolling in this course, or significantly underway.

Credits: 4

### **PHED 1800 – Fitness**

Goals: To acquire enough mastery of the skills, strategies, and rules to be able to enjoy participation for a lifetime. To understand the principles of physical fitness.

Outdoor Activity

This course is not repeatable for credit.

Credits: 1

### **PHIL 1120 – General Philosophy**

Content: Selected important philosophic works; the main problems of philosophy, the natures of reality, valuing, and knowing.

Credits: 4

### **PHIL 1130 – Logic**

Content: Formal and informal reasoning, deductive and inductive; traditional and symbolic techniques for distinguishing correct from incorrect reasoning.

Credits: 4

### **PHIL 1140 – Ethics**

Content: The concepts of goodness, right, duty, obligation, responsibility, and freedom; important moral theories of the Western tradition; contemporary moral issues in light of these theories.

Credits: 4

### **PHIL 1145 – Development Ethics in Jamaica**

Goals: This course examines ethical issues related to "third world" or "developing" nations.

Content: After a week of study on campus, we will travel to rural Jamaica on an Operation Classroom work team, living and working with locals on a school construction project. Students will study and directly experience ethical issues connected to development, combining service learning with academic reflection. We return to campus for the last week of the term to complete independent research, writing, and presentation of work.

Taught: Alternate years, winter term.

Credits: 4

### **PHIL 1250 – Introduction to African Philosophy**

Content: Definitions of African Philosophy, discussions of ethnophilosophy, problems of language in Africa, and connections with African American and feminist philosophies.

Taught: Annually.

Credits: 4

### **PHIL 3150 – Ancient Greek Philosophy**

Content: The main problems of philosophy, the natures of reality, valuing and knowing, through the works of important ancient Greek philosophers, especially the pre-Socratics, Plato, and Aristotle.

Credits: 4

### **PHIL 3160 – Modern Philosophy: Descartes to Kant**

Content: The main problems of philosophy, the natures of reality, valuing, and knowing, through the works of influential European philosophers of the 17th and 18th centuries, especially Descartes, Hobbes, Hume, and Kant.

Credits: 4

### **PHIL 3250 – Feminist Philosophy**

Content: An examination of major areas of contemporary feminist philosophy, with special attention to the interaction between multiple forms of oppression, including racism, homophobia, and class-based oppression.

Taught: Alternate years.

Prerequisites: WSTD 1010 or PHIL 1120 or PHIL 1140.

Credits: 4

### **PHIL 3320 – Philosophy of Religion**

Content: The nature and problems of religious thought including the existence of God, religious experience, faith, and reason.

Taught: Alternate years.

Credits: 4

### **PHIL 3330 – Social, Political, and Legal Philosophy**

Content: Philosophical issues in social, political, and legal systems, including problems such as the

justification of power and the development of the concept of human rights.

Credits: 4

### **PHIL 3340 – Philosophy of Art**

Content: Aesthetic issues from the point of view of the creator as well as appreciator, including questions of artistic truth, meaning, beauty, value, criticism, and judgment applied to the range of art media.

Credits: 4

### **PHIL 3360 – Philosophy of Nonviolence**

Goals: To understand the concepts, principles, and practices of nonviolence.

Content: Focus on understanding the concepts, principles, and practices of nonviolence emphasizing theorists and practitioners of nonviolent direct action including Mohandas Gandhi, Martin Luther King, Jr., Thich Nhat Hanh, and others, attentive to the contexts in which they emerge. Course participants will pursue independent research on nonviolence for presentation to the seminar.

Credits: 4

### **PHIL 3370 – Philosophy of Science**

Content: Philosophical issues of the sciences, including questions of scientific progress and rationality, our understanding of the physical world, and values and objectivity in the sciences.

Taught: Alternate years.

Credits: 4

### **PHIL 3380 – Concepts of Nature**

Content: An examination of some of the different ways people have thought about the natural world and our relationship to it. Some of the views discussed will be: nature as a mechanism, a divine creation, and a source of values. We will consider multicultural, feminist, and postmodern challenges to the modern scientific conception of nature.

Taught: Alternate years.

Credits: 4

### **PHIL 3560 – Mind, Self, and Identity**

Goals: Students will gain an understanding of a broad variety of historical and contemporary views on topics connected to the philosophy of mind, and develop skills enabling them to formulate and support their own perspective on the issues raised.

Content: Historical and contemporary works on the reality, nature, essence, and existence of the self. Topics will include the nature of the human consciousness; the relation between mind, brain, and body (including the implications of cognitive neuroscience and artificial intelligence); the criteria of personal identity; and the ontological status of positional categories such as race, gender, and sexuality.

Credits: 4

### **PHIL 5550 – Knowledge, Truth, and Language**

Content: Questions of epistemology, including the nature of knowledge, the role of experience in knowing, the role of reason, the limits of knowledge, and the concept of meaning.

Prerequisite: PHIL 3160 or consent of the instructor.

Credits: 4

### **PHIL 5750 – Contemporary Ethical Theory: Justice and the Good Life**

Content: Advanced value theory, broadly conceived, studied through selected classical and contemporary sources.

Prerequisite: Philosophy major or minor, or consent of the instructor.

Credits: 4

### **PHYS 1110 – Energy, Environment, and the Economy (with Lab)**

Goals: To investigate, for nonscience students, availability of energy in the world, environmental concerns, and the supply-demand aspects of our nation's economy.

Content: Conceptual understanding and measurement of relevant physical quantities; the impact of fossil fuels, nuclear power, solar and other "alternative" forms of energy on air and water quality; the economy and

lifestyles; the fragile world energy balance; research in energy and various models for extrapolation into the future.

Prerequisite: High school algebra

NOTE: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **PHYS 1120 – Astronomy (with Lab)**

Goals: To develop scientific observation and investigation skills that will help us make sense of the night sky, and in the process share amazing discoveries about the universe.

Content: Ancient astronomy with the naked eye, motion of the planets, the invention of the telescope, stars and their life cycles, black holes, star clusters, galaxies and their evolution, large-scale structure, and the beginning of the universe.

Prerequisite: High school algebra

NOTE: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **PHYS 1130 – Physics for Poets (with Lab)**

Goals: To introduce non-science students to the conceptual development and philosophical implications of some aspects of physics, allow students to gain insights into the practice of science, and give students experience with problem solving.

Content: Topics will vary with instructor but may include motion, energy, solids, heat, sound, light, electricity, magnetism, atoms, the nucleus, particles, and astronomy. The laboratory will include a variety of experiences designed to allow students to practice investigative science and gain hands-on experience.

Prerequisite: High school algebra

NOTE: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **PHYS 1140 – Physics of Sound and Music**

Goals: To introduce non-science majors to the physical description of the oscillations and resonances involved in the production and detection of sound and music.

Content: Wave phenomena including propagation and interference, frequency analysis of sounds including music, theory of instruments, biological generation, and detection of sound.

Prerequisite: High school algebra

Credits: 4

### **PHYS 1150 – Algebra-based Physics I (with Lab)**

Goals: To introduce students to the basic concepts of physics to develop skills in formulating and solving both theoretical and experimental physics problems in the areas of mechanics and thermodynamics.

Content: The topics of kinematics, Newton's second law, energy, and momentum will be covered both in translation and rotation, simple harmonic motion and elasticity, fluids, gravitation, and thermodynamics.

This course is primarily intended for students intending to pursue careers in biology or other health-related fields.

Taught: Fall term

Prerequisites: High school algebra and elementary trigonometry

NOTE: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **PHYS 1160 – Algebra-based Physics II (with Lab)**

This course is primarily intended for students intending to pursue careers in biology or other health-related fields.

Goals: To introduce students to the basic concepts of physics to develop skills in formulating and solving both theoretical and experimental physics problems in the areas of waves, electricity and magnetism, electronics and optics.

Content: Topics include waves and sound, electricity and magnetism, DC and AC circuits, and optics.

Taught: Spring term

Prerequisite: PHYS 1150

NOTE: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **PHYS 1230 – General Physics I (with Lab)**

This course is primarily intended for students intending to pursue careers in physics, engineering, chemistry, biochemistry or mathematics.

Goals: To introduce students to the basic concepts of physics to develop skills in formulating and solving both theoretical and experimental physics problems in the areas of mechanics and thermodynamics using calculus.

Content: The topics of kinematics, Newton's second law, energy, and momentum will be covered both in translation and rotation, simple harmonic motion and elasticity, fluids, gravitation, and thermodynamics.

Taught: Fall term

Prerequisite: MATH 1170 or concurrent registration

NOTE: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **PHYS 1240 – General Physics II (with Lab)**

This course is primarily intended for students intending to pursue careers in physics, engineering, chemistry, biochemistry or mathematics.

Goals: To introduce students to the basic concepts of physics to develop skills in formulating and solving both theoretical and experimental physics problems in the areas of waves, electricity and magnetism, electronics and optics using calculus.

Content: Topics include waves and sound, electricity and magnetism, DC and AC circuits, and optics.

Taught: Spring term

Prerequisites: PHYS 1150 or PHYS 1230, and MATH 1180 or concurrent registration

NOTE: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **PHYS 3110 – Engineering Mechanics: Statics**

Goals: To develop the conceptual and mathematical skills to solve real-world statics problems in three dimensions that are representative of what engineers regularly experience.

Content: Vector analysis, forces and moments in equilibrium, rigid body constraints, shear and bending moments, friction, moments of inertia, concentrated and distributed loads, trusses, frames and beams.

Taught: Alternate years, fall term

Prerequisites: PHYS 1150 or PHYS 1230, and MATH 1180, or instructor permission

Credits: 4

### **PHYS 3120 – Engineering Mechanics: Dynamics**

Goals: To develop the conceptual and mathematical skills to solve real-world dynamics problems in three dimensions that are representative of what engineers regularly experience.

Content: Rectilinear and curvilinear kinematics, forces and moments, work and energy, impulse and momentum, general and relative motion, and kinetics of rigid bodies in two and three dimensions.

Taught: Alternate years, spring term

Prerequisite: PHYS 3110 or instructor permission

Credits: 4

### **PHYS 3200 – Energy Resources and the Environment**

Goals: To prepare the student with a scientific understanding of global, national, and local energy resources and their effects on the environment.

Content: This course will examine current fossil fuel (coal, oil, natural gas) use by the world and anthropogenic climate forcing. Also included is an introduction to carbon-free energy sources that include nuclear power and a multitude of sustainable energy resources such as conservation, solar, and wind.

Taught: Every other year

Prerequisite: PHYS 1160 or 1240 or concurrent registration

Credits: 4

### **PHYS 3520 – Physical Optics (with Lab)**

Goals: To introduce students to the study of optical phenomena interpreted in terms of a wave theory of light.

Content: Mathematical description of waves and how these waves interact with matter. Theories are developed to explain interference, diffraction, and polarization and are used as a basis for measurements in the laboratory.

Taught: Alternate years, spring term

Prerequisite: PHYS 3540 or instructor permission

NOTE: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **PHYS 3540 – Modern Physics (with Lab)**

Goals: To understand the developments of the late 19th and early 20th century in the field of physics.

Content: Relativity, the discovery of the electron, the quantum nature of light, the wave nature of particles, the Heisenberg uncertainty principle, and Schrödinger wave mechanics. The lab will introduce the computer control of instrumentation, computer data acquisition, and computer modeling of data. Students will perform several famous Modern Physics experiments and will do a semester-long project to plan a modernized version of one of the seminal experiments in Modern Physics.

Taught: Fall term

Prerequisites: PHYS 1240, and MATH 3320 or concurrent registration

NOTE: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **PHYS 3600 – Mathematical and Computational Methods in Physics and Engineering (with Lab)**

Goals: To introduce and demonstrate the use of mathematical and computational methods important in physics and engineering.

Content: Physics and engineering applications associated with ordinary and partial differential equations, Laplace transforms, linear algebra, vector



calculus, Fourier analysis, complex analysis, numeric analysis, probability & statistics.

Taught: Spring term

Prerequisites: PHYS 3540, and MATH 3720 or concurrent registration

NOTE: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **PHYS 3700 – Condensed Matter Physics**

Goals: To introduce students to the concepts of condensed matter physics.

Content: The study of crystalline and noncrystalline structures; the free electron gas; Fermi surfaces; energy bands; semiconductors; superconductors; magnetism; dielectrics; surfaces and nanostructures.

Taught: Alternate years, fall term

Prerequisite: PHYS 3540 or instructor permission

Credits: 4

### **PHYS 3750 – Thermodynamics and Statistical Mechanics**

Goals: To develop a fundamental understanding of the principles of thermodynamics and statistical mechanics that allows a variety of applications to be surveyed in the latter part of the course.

Content: The laws of thermodynamics and other conventional thermodynamic concepts such as heat, work, entropy, enthalpy, heat capacity, and the equipartition theorem are introduced. Adiabatic, isothermal, isobaric, and nonequilibrium processes are studied. Topics include the equations of state for non-ideal gases, Maxwell's relations, kinetic theory, the Maxwell distribution of molecular velocities, magnetic materials, blackbody radiation, phase transitions, phase diagrams, ensembles, and the partition function. Classical and quantum statistics are studied; the Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac distributions are examined.

Taught: Alternate years, fall term

Prerequisite: PHYS 3540 or instructor permission

Credits: 4

### **PHYS 3800 – Electronics and Instrumentation (with Lab)**

Goals: To explore the fundamentals of analog and digital electronics, to explore their applications in designs used in interfacing and controlling experiments, and to gain experience with common and advanced instrumentation.

Content: Design, predict behavior, and build analog and digital control circuits. Circuit elements will include passive and active components including transistors; op-amps; digital logic and interfacial components such as temperature, ADC, and DAC circuits. Emphasis will be placed on building practical circuits needed to control and measure experimental parameters.

Taught: Alternate years, spring term

Prerequisite: PHYS 3540 or instructor permission

NOTE: Students must concurrently register for a lecture and a corresponding 0-credit lab section of this course.

Credits: 4

### **PHYS 5200 – Renewable Energy**

Goals: To investigate renewable energy collection, conversion, transport, and storage systems and technology.

Content: Principles, designs, and economics of renewable energy: photovoltaics, photocatalysis, solar thermal conversion, wind power, fuel cells, batteries, capacitors, electrical energy transport and storage, and smart grid.

Taught: Alternate years

Prerequisite: PHYS 1160 or PHYS 1240, or instructor permission

Credits: 4

### **PHYS 5900 – Junior Seminar**

Goals: To introduce current topics in physics and related fields. To develop communications skills including writing, reading, listening, and speaking.

Content: Reviews of current research by junior and senior physics majors, guest lecturers, and department members.

Taught: Fall and spring, full year sequence

Prerequisite: PHYS 1240 or co-registration

Credits: 0.5 per term

### **PHYS 5910 – Senior Seminar**

Goals: To introduce current topics in physics and related fields. To develop communications skills including writing, reading, listening, and speaking.

Content: Reviews of current research by junior and senior physics majors, guest lecturers, and department members.

Taught: Fall and spring, full year sequence

Prerequisite: PHYS 1240 or co-registration

Credits: 0.5 per term

### **PHYS 5920 – Research Project-Based Advanced Laboratory**

Goals: To allow students to expand and build upon their current laboratory skill set and problem solving ability by planning and executing a year-long research project.

Content: This full year course is the culmination of all the core laboratory experiences within the physics curriculum. Students will choose a project, based on a search of research literature. These projects will require many skills, such as equipment interfacing, computer programming, basic and advanced circuit design and analysis, experience with optics, using the machine shop to build experimental apparatuses, planning, ordering, and scheduling tasks, preparing a professional report and presentation, and applying for external grants. Successful completion of this course should fulfill the Independent Critical Inquiry and Information Literacy (Q) requirement of the Hamline Plan.

Taught: Fall and spring, full year sequence

Prerequisite: PHYS 3540 or instructor permission

Credits: 2 per term

### **PHYS 5930 – Theoretical Mechanics**

Goals: To develop an understanding of Newtonian mechanics with emphasis on conservation principles.

Content: Particle dynamics, central force problems, the simple harmonic oscillator, kinematics and dynamics of

a system of particles, wave motion, generalized coordinates, and the Lagrangian and Hamiltonian formulations of mechanics.

Taught: Alternate years, spring term

Prerequisite: PHYS 3600 or co-registration, or instructor permission

Credits: 4

### **PHYS 5940 – Advanced Electromagnetic Field Theory**

Goals: To develop an understanding of the classical theory of electric and magnetic fields.

Content: Vector analysis, electric and magnetic forces and fields, the equations of Laplace and Poisson, multipole expansion, dielectric and magnetic materials, Maxwell's equations in vacuum and in matter.

Taught: Alternate years, fall term

Prerequisite: PHYS 3600 or co-registration, or instructor permission

Credits: 4

### **PHYS 5950 – Advanced Quantum Mechanics**

Goals: To further the understanding of and expand beyond the quantum mechanical wave concepts introduced in Modern Physics from a more mathematically advanced formalism.

Content: Schrödinger's equation, probability and statistics, wave functions, operators, commutation relations, the square well and other potentials, the harmonic oscillator, scattering, function spaces, the uncertainty principle, the hydrogen atom, angular momentum, perturbation theory, and extensive use of advanced mathematical symbolism.

Taught: Alternate years, fall term

Prerequisite: PHYS 3600 or co-registration, or instructor permission

Credits: 4

### **PHYS 5955 – Advanced Topics in Physics**

Goals: To explore advanced topics in physics that go beyond our other 5000-level courses and to expose students to new developments in physics.

Content: Topics may include electromagnetic cavities including optical fibers, scattering theory (electromagnetic and quantum), analysis of modern instrumentation, nuclear physics, high energy physics, elementary particles, astrophysics, general relativity.

Taught: Periodically, as interest and resources allow

Prerequisite: PHYS 3600 or co-registration, or instructor permission

Credits: 4

### **PHYS 5960 – Senior Experimental Lab**

Goals: To provide an opportunity to explore independent research and to develop the skills needed to complete a research program.

Content: Each student will develop an independent research project and timeline for completion, conduct a review of pertinent literature, construct needed equipment, and write an extensive paper summarizing the theory and results of the project.

Taught: Periodically, as interest and resources allow

Prerequisites: PHYS 3600 or co-registration and instructor permission

Credits: 4

### **PSCI 1000 – Great Questions of Modern Politics**

Goals: Introduce students to the field of Political Science and the most pressing, relevant political questions of our time. Begin developing fundamental skills important for succeeding in the major or minor.

Content: Overview of disciplinary/interdisciplinary subfields, significant research, and major debates within the field. Department members, as guest speakers, share their interests and areas of expertise.

Taught: Annually

Credits: 4

### **PSCI 1110 – American Government and Politics**

Goals: To introduce students to analytical concepts and frameworks for the study of American national government and politics, especially as it relates to the question of who gets what, how, and why.

Content: The constitutional framework; political values and public opinion; the role of parties, interest groups and mass media; Congress, the judiciary and the presidency; the policy process in selected substantive areas such as defense, foreign policy, economic management, and civil liberties.

Taught: Annually

Credits: 4

### **PSCI 1200 – Introduction to Ethical Public Policy**

Goals: Introduce students to the study of public policy and policy analysis and provide a strong understanding of relevant ethical issues and political theory.

Content: Begin developing foundational skills important for evaluating public policy. Highlight fundamentals of the American political and legal systems. Explore ethical implications of policy decision-making.

Credits: 4

### **PSCI 1250 – American Politics Under Investigation**

Goals: Analyze the fundamentals of American government and politics using a series of applied research projects, undercover examinations, and field studies. Develop skills in research and investigation alongside a deeper understanding of the American political system.

Content: Evaluate political attitudes and the role of polarization in the functioning of the U.S. government. Examine how mass media has evolved and how social media shapes contemporary political views like populism and conspiracy theories. Analyze how American political institutions are evolving and what these changes mean for public policy, advocacy, and political beliefs.

Credits: 4

### **PSCI 1430 – World Politics**

Goals: To introduce students to major issues in contemporary international relations and varying approaches to studying them, including the role of the state and non-state actors and sources of conflict and cooperation in world politics.

Content: Realism (and its variants), Liberalism (and its variants), Marxism, Social Constructivism, Postmodernism, and Feminism; the nature of war and peace, the challenges the "global south" faces, environmental politics, cultural differences and their impact on global politics, state and human security, nationalism and ethnic conflict, international organizations, and transnational crime, including terrorism.

Taught: Annually

Credits: 4

### **PSCI 1500 – Parties and Elections in the United States**

Goals: To achieve a sound understanding of the impact and role of political parties, voting, and elections upon American government and public policy.

Content: The role of parties and elections in democratic politics, party organization and leadership, campaigns, money and the media, voters and nonvoters, party change, and political realignment.

Taught: Alternate years

Prerequisite: PSCI 1110 or instructor permission

Credits: 4

### **PSCI 3010 – Presidential Politics**

Goals: To achieve a clear understanding of the role of the presidency in the U.S. Political system. To explore how the presidency has been affected by political, social, and economic developments.

Content: Presidential selection process; White House decision making; the role of presidential personality and style; White House relations with Congress, the bureaucracy, political parties, and pressure groups; role of the presidency in selected policy areas such as national security and economic policy; the impact of public opinion and mass media on the presidency; the problem of presidential power--too much or too little?

Taught: Alternate years

Prerequisite: PSCI 1110 or instructor permission

Credits: 4

### **PSCI 3020 – International Political Economy**

Goals: To explore the theory and practice of international political economy and the intersection of political science and economics. To understand the evolution of the international monetary system and international trade policy. To consider the interaction of political authority and markets in the global economy.

Content: Neo-classical growth models; dependency theory; politics of growth and industrialization; comparative perspective of industrialization (e.g., developmental successes and failures); international regimes; financial crises and structural adjustments.

Taught: Alternate years

Prerequisite: PSCI 1430 is recommended

Credits: 4

### **PSCI 3030 – American Foreign Policy**

Goals: To achieve a sound understanding of the pattern and process of American foreign policy in a changing world and to comprehend the analytic perspectives that enhance such understanding.

Content: Patterns of post-1945 foreign policy during the Cold War; social, economic, and ideological sources of U.S. policy; the foreign policy-making process; challenges to American policy in a post-Cold War world; the politics of globalization and counter-terrorism.

Taught: Alternate years

Prerequisite: PSCI 1110 or instructor permission

Credits: 4

### **PSCI 3050 – Regional and International Security**

Goals: Analyze significant issues, controversies, and debates in the field of contemporary security studies. Examine a variety of security issues across multiple regions.

Content: Possible topics include civil wars, cyber warfare, transnational crime, refugee crises, and nuclearization.

Taught: Annually

Prerequisite: PSCI 1430 is recommended. Students should have a basic familiarity with what is happening

around the world and how issues are linked to each other at the global level, especially concerning human and state security.

Credits: 4

### **PSCI 3100 – American Constitutional Law and Political Mobilization**

Crosslisted: Also listed as LGST 3100

Goals: To study the role of the courts in the development of the American Constitution. To introduce students to the "rule of law" concept in Anglo American judicial history.

Content: Study of the United States Constitution and U.S. Supreme Court cases on separation of powers, federalism, civil liberties and civil rights.

Taught: Annually

Note: This course is applicable to majors and minors in Political Science and Legal Studies, regardless of whether it is taken as PSCI 3100 or LGST 3100. This course will not count as breadth of study for either major. Students may not earn credit for both PSCI 3100 and LGST 3100.

Credits: 4

### **PSCI 3300 – Public Health Policy**

Goals: Introduce students to health care policy, emphasizing the creation of US health care delivery systems with special focus on recent policy changes from the 1990s to the present.

Content: Topics include health care cost and financing, benchmarks for evaluation, factors affecting health and health care policy, the Affordable Care Act, assessing the effectiveness and implementation of health care policy, and examining alternative policy options within a comparative perspective.

Taught: Annually

Prerequisite: PSCI 1110, PBHL 1100, or WSTD 1010 is recommended

Credits: 4

### **PSCI 3310 – Public Health Law**

Goals: Examine the constitutional and legal rules governing health care policy in the US.

Content: Cover the role of the national, state, and local governments in health care policy, including privacy laws and discrimination. Evaluate rules regarding the regulation of health care practices, prescription drugs, and other aspects of US public health administration and implementation.

Prerequisite: PSCI 1110

Credits: 4

### **PSCI 3410 – Food Politics and Policy**

Goals: Give students an understanding of 1) food as an element of US political culture, 2) food activism and advocacy, 3) policymaking processes that shape the US farm bill, 4) the cultural, economic, and political factors that influence food policy decisions, and 5) the consequences of those policies. Use food as a way to critically assess US politics and the power of policymaking and justice movements to meet needs and drive real change.

Content: Study the US food system with a special focus on the political and policymaking answers to the guiding question: What is "good food"? Explore how different political actors (e.g., farmers, agricultural workers, consumers, activists and policymakers) engage with government and each other around often-conflicting goals: nutrition and public health, agricultural and environmental sustainability, food safety, access and affordability, food worker safety, and food justice.

Credits: 4

### **PSCI 3430 – Gender Politics and Policy**

Goals: To analyze the relative power and impact of women in contemporary politics. To examine the most formidable hurdles to, and most promising opportunities for, gender political equality.

Content: Current research and theories about women and gender in domestic and global political contexts. Covers gender politics as it relates to political culture, changes in media, growing regional (urban-rural-suburban) divisions, political institutions and influential public policies.

Taught: Annually

Prerequisite: PSCI 1000 is recommended

Credits: 4

### **PSCI 3540 – Political Research and Analysis**

Goals: To introduce fundamental concepts of politics and contemporary methods of political analysis and research.

Content: The development of political science as a discipline, various theories and approaches in political analysis, methods of research in political science, and practical experience in empirical analysis.

Taught: Annually

Credits: 4

### **PSCI 3550 – International Organizations**

Crosslisted: Also listed as GLOB 3550

Goals: To explore the foundations of international governmental and nongovernmental organizations; through case studies and policy issues, to discuss the United Nations and its affiliated groups; to examine how transitional actors have tried to deal with critical world issues such as hunger, environmental dilemmas, human rights, and the disparities of development.

Content: This course includes a discussion of theories of integration, histories of international organizations, and analyses of approaches to policy and politics in the international arena. This course serves as a precursor for GLOB 3650 (Model United Nations), which is offered in the Spring, and helps prepare students to participate in the Model United Nations program at Hamline. It fulfills upper level requirements for Global Studies and Political Science.

Taught: Annually, in the fall semester

Credits: 4

### **PSCI 3570 – Ethnic and Civil Conflict**

To examine the competing theories of the causes of civil and ethnic conflicts, to analyze processes that may lead to major human suffering when these conflicts turn into horrific wars, and to discuss possible ways to alleviate short- and long-term human suffering these conflicts create.

Content: Emphasis on theoretical works and selected case studies from the contemporary world. Students are expected (1) to define, understand, and use concepts and terms relevant to the study of civil and ethnic conflict; (2) to analyze and think critically about the effects of different forces on these types of conflicts with the appreciation that societies have different cultural, economic, sociological, and historical settings; (3) to suggest ways to reduce, if not totally eliminate, the negative influence of these conflicts on individuals and collectivities, and finally (4) to have a working knowledge of challenges that these types of conflicts hold for the future of world politics. Extensive case studies will be drawn from various parts of the world.

Taught: Annually

Credits: 4

### **PSCI 3580 – Connections and Collisions: Middle East in Contemporary Global Politics**

Goals: To examine politics and society in the contemporary Middle East, within the context of the region's historical, cultural, and economic environment. To understand both the major themes and issues in Middle Eastern politics and the diverse experiences of individual countries (e.g., Egypt, Israel, Syria, Saudi Arabia).

Content: Islam, Arab, and Ottoman Empire, the colonial legacy and nationalist movements, Arab nationalism, the Arab-Israeli-Palestinian conflict, the Iranian Revolution, the impact of ethnic and religious diversity on politics, the "Arab Spring" and the like. By the end of the semester, students are expected to be able to think critically about the Middle East, to rigorously examine the ties between the past and the present in analyzing today's problems in the region; to have a good grasp of the diversity present in the Middle East; and to have a working knowledge of opportunities and challenges that this region holds for the peace and security in the world.

Taught: Annually

Credits: 4

### **PSCI 3600 – Model United Nations**

Crosslisted: Also listed as GLOB 3650

Goals: Through this course, students will develop research, critical thinking, and team-building skills; students will also gain perspectives on the role of international organizations and nongovernmental organizations in the international community. Students will gain an appreciation for diverse cultures, modes of negotiation and conflict resolution, and the professional nature of diplomacy.

Content: This course is designed to help prepare students to serve as delegates to the National Model United Nations Conference in New York. Students will also have the opportunity to visit other international agencies and NGOs (non-governmental organizations) in New York as well as volunteer with organizations in the Twin Cities. Topics discussed in the class will include: the nature of diplomacy, how nations interact, the operations of the United Nations system, the role of NGOs, and case studies of individual countries which the team will represent at the simulation in New York. Students will engage in mock debates and discussions of UN policy initiatives. By discussing the work of the UN and NGOs, students will also gain an understanding of a variety of transnational issues such as arms control, security, HIV/AIDS, environmental protection, child labor, etc.

Taught: Annually, in spring term

Prerequisites: Instructor permission and acceptance to the Model UN team; PSCI 1430 is recommended

Credits: 4

### **PSCI 3610 – Politics and Policy in the Asian Pacific Region**

Goals: To explore politics, government, and society in Asian Pacific region. To understand both the major themes and issues in Asian Pacific politics and the diverse experiences of individual countries.

Content: National legacy, state or nation building, constitution and government structure; policy processes and the relationship between government and society; the impact of external and regional forces on individual countries.

Prerequisite: PSCI 1430 is recommended

Credits: 4

### **PSCI 3630 – American Political Thought**

Goals: To understand the nature and significance of the main currents of American political thought from the 17th century to the present; to explore the historically developing relationships between liberalism, capitalism, democracy, conservatism, and radicalism in the United States.

Content: Careful study of mainstream thinkers and documents (Jefferson, Lincoln, the Constitution) as well as dissident voices (Frederick Douglass, Emma Goldman, the anti-Federalists). Emphasis on the social and economic context of political thought.

Taught: Alternate years

Credits: 4

### **PSCI 3640 – Contemporary Political Ideologies**

Goals: To examine various political ideologies from a comparative and historical perspective. To consider the manner in which ideas are transformed into action.

Content: Examination of the foundation, content, and impact of recognized ideologies such as socialism, communism, anarchism, fascism, feminism, environmentalism, and liberalism.

Taught: Annually

Credits: 4

### **PSCI 3650 – Western Political Thought**

Goals: To comprehend the nature and significance of the tradition of Western political thought; to develop the skills to critically analyze and evaluate contributions to the field; to explore the relevance of political theory for understanding contemporary politics and clarifying one's own political perspective.

Content: Analysis of the tradition of political discourse from Plato and Aristotle in ancient Greece to Marx and Mill in the 19th century, including such thinkers as Machiavelli, Locke, and Rousseau. Emphasis on issues related to democratic theory, economy and property, and political change.

Taught: Alternate years

Credits: 4

### **PSCI 3660 – Public Policy Research and Analysis**

Goals: Analyze and evaluate public policy using theoretical, empirical and social scientific methodologies.

Content: Develop intermediate skills important for evaluating public policy. Learn how to read, evaluate and utilize methodologies that are useful in analyzing public policy.

Prerequisites: PSCI 1200 and one of the following methods courses – CJFS 3140, ECON 1200, GLOB 3020, or PSCI 3540

Credits: 4

### **PSCI 3680 – Politics and Society in Developing Areas**

Goals: To examine politics in developing countries from a comparative perspective and to study existing approaches to issues of political legitimation and stability, economic development, and the relationship between politics and economics in the non-Western world.

Content: The colonial legacy and the emergence of states in the developing world, approaches to studying the non-Western state, processes of political development, the nature of political leadership and problems of political legitimation, theories of political change and economic development, and the role of developing countries in the world.

Taught: Alternate years

Credits: 4

### **PSCI 3690 – Politics of Urban and Metropolitan America**

Goals: To introduce analytical concepts and frameworks for the study of urban and metropolitan problems.

Content: The emergence of metropolitan American and urban political systems. Special focus on ethnic and racial politics; local political engagement; community elites; urban political economies; political problems of metropolitan areas; urban reform and planning.

Taught: Annually

Credits: 4

### **PSCI 3700 – Public Policy and Public Administration**

Goals: To learn how to think critically and analytically about the formulation and implementation of public policy. To acquaint students with some of the more important concepts, issues, and problems in public administration.

Content: Policy formation and analysis; causes and consequences of policy selection and design; effective leadership; challenges associated with bureaucracy, successful administration and policy implementation; understanding and formulating research on public policy and administration.

Taught: Annually

Credits: 4

### **PSCI 3710 – Political, Economic, and Social Development in China**

Goals: To examine two distinctive pathways of political, social, and economic development in China (Chinese mainland and Taiwan). To explore political, economic, and social structures in the region. To consider the impact of Chinese development on the region and Sino-U.S. relations.

Content: Post World War II political history of modern China; the similarities and differences of China's and Taiwan's political, social, and economic developmental strategies; governmental, social, and economic institutions and patterns; the transformation of relations between state and society; relations with the United States.

Taught: Alternate years

Prerequisite: PSCI 1430 is recommended

Credits: 4

### **PSCI 3720 – Political Violence: War, Revolution, and Terrorism**

Goals: To examine the theory and practice of various types of political violence and their transforming impact on state, society, and the world. To understand what factors drive people to revolt and the relationship



between power and violence. To consider the impact of the state's reaction to political violence.

Content: The causes of political violence; patterns of violent activity; issues of political symbolism, coercion, and legitimacy; state and people's strategies for dealing with political violence (e.g., revolution and counterrevolution; terrorism and counterterrorism); analyses of global terrorism in the 21st century.

Taught: Alternate years

Prerequisite: PSCI 1430 is recommended

Credits: 4

### **PSCI 3730 – Democracy, Authoritarianism, and Democratization**

Goals: To explore the theory and practice of democracy, authoritarianism, and democratization in various regions and states of the world.

Content: Definitions of democracy; types of authoritarian states and power structures; theory or models of regime change; process of democratic transformation (e.g., liberalization, transition, and consolidation); patterns of regime change (top down or bottom up), "economics first" or "politics first" or dual transition theories.

Taught: Alternate years

Prerequisite: PSCI 1430 is recommended

Credits: 4

### **PSCI 3740 – Political Psychology**

Goals: To explore the intersection of political science and social psychology and analyze how citizens think and feel about politics. To examine thought processes of political leaders, probing to discover why leaders make decisions that they do. To learn about research areas associated with political psychology and ways scholars go about testing their theories about political behavior.

Content: Personality and politics, right and left wing authoritarianism, altruism, stereotyping and prejudice, political culture, social capital and community involvement, influence of mass media, groupthink, interplay of public opinion and elite decision making, methodologies associated with political psychology

(experimentation, opinion polls, in-depth interviews, and focus groups).

Taught: Alternate years

Prerequisite: PSCI 1000 is recommended

Credits: 4

### **PSCI 5000 – Senior Seminar**

Goals: To enable majors to synthesize prior learning in Political Science through a senior capstone experience. To provide opportunities for intensive research and discussion of select topics in contemporary U.S. and global politics.

Content: Topics will rotate annually. Each year the seminar will focus on a specific, substantive area of politics and policy, at international, national, or local levels. Examples of topics include economic globalization, the impact of welfare reform, and advanced topics in democratic theory and social justice. Students will be expected to engage in and present the results of a major research project that integrates the central learning goals of the discipline with the substantive focus of the seminar.

Taught: Annually

Prerequisites: PSCI 3540 and instructor permission

Credits: 4

### **PSCI 5100 – Senior Practicum**

Goals: To enable senior majors to explore connections between theory and practice in Political Science by combining academic analysis and learning with field experience.

Content: Seniors taking this course will be expected to obtain a semester internship in the Twin Cities (120 hours of work) with either a governmental agency, non-profit, international NGO, political organization, or business. The course will be the "academic" portion of the internship. Each week students will be reading current articles in political science and discussing them in light of their internships. Students will engage in applied research on a topic related to their internship and be responsible for completing a substantial research paper by the end of the semester. The writing process will include creating a research proposal,

outline, and drafts of the project. Other assignments will include a weekly internship journal and oral presentation of the research project at the end of the semester. Upon successful completion, the \* in the course title will include the actual Internship title on the official transcript of the student.

Taught: Annually, in spring term

Prerequisites: PSCI 3540 and instructor permission

Credits: 4

### **PSY 1330 – General Psychology**

Goals: To introduce the content and methods of the science of psychology. To provide a foundation for the further study of psychology.

Content: Physiological processes, perception, learning and memory, cognition, emotion, development and personality, social processes, psychopathology and psychotherapy.

Taught: Every semester

Note: This course is open to first years, sophomores, and juniors. Seniors may register only with instructor permission.

Credits: 4

### **PSY 1420 – Brain and Behavior**

Goals: To provide introductory coverage of the principles of behavioral neuroscience.

Content: The study of the biological basis of thoughts, emotions, and behavior is explored with particular emphasis on methodologies and approaches.

Examination of the general scientific method with a focus on debunking the myths of neuroscience is a recurring theme in this course.

Taught: Every semester

Prerequisite: PSY 1330 or equivalent (grade of C- or better)

Credits: 4

### **PSY 1440 – Lifespan Development**

Goals: To explore developmental theories and methods used to describe and examine typical physical,

cognitive, and socio-emotional development across the lifespan.

Content: Research methods, physical development (brain, motor, puberty, menopause, health and wellness), cognitive development (language, intelligence, school performance, memory processes), and socio-emotional development (sense of self, personality, well-being, relationships, threats to well-being).

Taught: Every semester

Prerequisite: PSY 1330 or equivalent (grade of C- or better)

Credits: 4

### **PSY 1480 – Psychopathology**

Goals: To introduce students to current perspectives on major forms of psychopathology; classification, assessment and diagnosis; and etiology, course, and treatment of disorders.

Content: Various forms of psychopathology (e.g., anxiety disorders, mood disorders, schizophrenia, personality disorders) understood within a bio-psycho-social framework; etiology, course, and treatment of disorders; issues in classification, assessment, and diagnosis; contemporary issues in mental health and mental illness.

Taught: Every semester

Prerequisite: PSY 1330 or equivalent (grade of C- or better)

Credits: 4

### **PSY 3200 – Judgement and Decision Making**

Crosslisted: Also listed as ECON 3200

Goals: Students in this course will be able to articulate the history of Judgement and Decision Making (JDM) research, explain key JDM theories, and apply JDM theories to specific areas of human behavior using appropriate methodology from economics or psychology.

Content: We make judgments and decisions on a daily basis: some are trivial, others consequential; some are made as individuals, others as part of a larger

household or organization. How do humans arrive at judgments and decisions in varied contexts? This course provides an overview of the topics in judgment and decision making (JDM) under conditions of risk, uncertainty, interdependence, or bounded rationality. We will apply JDM theories to varied contexts (e.g., medical decision making, consumer behavior, discrimination, and gambling), explore the history of this field of study, and contrast methodological approaches used to study JDM in psychology and economics.

Prerequisite: ECON 1100 or ECON 1310 or PSY 1330 (grade of C- or better)

Credits: 4

### **PSY 3350 – Research Methods in Psychology**

Goals: To understand the logic of experimental methodology, basic principles of experimental design, data analyses, limitations of experiments, and ethical considerations related to psychology research.

Content: Correlational and experimental research methods, threats to good experimental design, and interpretation of results. Students design research studies, conduct statistical analyses, and write up their own experiments.

Taught: Every semester

Prerequisites: PSY 1330 and a course in statistics (MATH 1200, QMBE 1310, or an equivalent) with grades of C- or better. Students who are not declared psychology or neuroscience majors must have instructor permission to register.

Credits: 4

### **PSY 3420 – Cognitive Neuroscience**

Goals: To introduce the important insights and theoretical principles of modern cognitive science.

Content: Students study evolution of human cognition, consciousness, perception and attention, memory, knowledge representation, language, reasoning, problem solving, cognitive development, learning, and individual differences in cognition.

Taught: Annually

Prerequisites: PSY 1330 and PSY 1420 (grades of C- or better)

Credits: 4

### **PSY 3440 – Advanced Child Development**

Goals: To provide a broad overview of theories of child development and research in child psychology.

Content: Research methods with children, genetics, learning and cognitive development, moral development, socialization processes, family dynamics, and child-rearing.

Taught: Annually

Prerequisite: PSY 1330 or equivalent (grade of C- or better); PSY 1440 is recommended

Credits: 4

### **PSY 3450 – Adult Development and Aging**

Goals: To explore developmental change across various domains of adulthood, including biological, cognitive, psychological, and socio-emotional, and how these domains interact with one another.

Content: Perspectives on adult development and aging, methods and issues in studying adult development and aging, the neuroscience and biological theories of aging, longevity, health and functioning, developmental changes in cognition, stereotypes and beliefs about aging, personality development in adulthood, mental health and the adult life course, relationships and occupational choice across adulthood, dying and bereavement, and healthy aging.

Taught: Fall

Prerequisite: PSY 1330 or equivalent (grade of C- or better); PSY 1440 is recommended

Credits: 4

### **PSY 3460 – Family Development and Dynamics**

Note: This course is open to Online Degree Completion students only.

Goals: To think theoretically and comprehensively about family relationships, what influences them, and how they develop and change across the lifespan; to understand, recognize, and distinguish key theories in the field of family studies and analyze the usefulness

and limitations of each theory in understanding relationships among family members; to integrate research and theory on key family relationships (parent-child, interparental, sibling) to form a more complete picture of individual and family development; to refine critical thinking skills through exploring, discussing, and analyzing diverse theoretical viewpoints in family studies; and to apply theoretical and conceptual frameworks to their own interests in family studies.

Content: This course involves weekly writing assignments where students apply the tenets of a new and distinct theoretical framework to current empirical research on family studies, noting the benefits and limitations of each framework in guiding our understanding of new trends in family development and dynamics. The course also includes a final project, where students interpret a memoir about families through a selection of multiple frameworks, thereby demonstrating their ability to take on multiple perspectives of interpretation and analysis on families.

Prerequisite: PSY 1330 with a grade of C- or better

Credits: 4

### **PSY 3510 – Psychology of Emotion**

Goals: To examine contemporary psychological theories of emotion; to explore connections among the domains of emotion, cognition, and behavior; to understand the role of emotion in everyday life.

Content: Emotion in evolutionary and cultural context; genetic and physiological factors; emotion and cognition; emotions in personality and social relationships; individual differences in emotions; and emotions in psychopathology.

Taught: Annually

Prerequisite: PSY 1330 or equivalent (grade of C- or better)

Credits: 4

### **PSY 3620 – Risk and Resilience**

Goals: To introduce students to current theories, research, and applications of psychological science related to risk and resilience.

Content: Descriptions of models and frameworks of risk and resilience; individual perspectives; protective systems; the role of families and schools; the impact of culture; and prevention and policy approaches.

Prerequisite: PSY 1480 with a grade of C- or better

Note: This course is open to Online Degree Completion students only.

Credits: 4

### **PSY 3640 – Theories of Psychotherapy**

Goals: To provide an overview of the major approaches to psychotherapy; to compare and contrast models of psychotherapy; to become familiar with contemporary trends in psychotherapy.

Content: Major theories of psychotherapy are presented, including psychoanalysis and psychodynamic models, humanistic models, behavioral models, cognitive models, multicultural approaches, Eastern-influenced approaches, and eclectic and integrative models.

Taught: Annually

Prerequisite: PSY 1480 with a grade of C- or better

Note: This course is open to Online Degree Completion students only.

Credits: 4

### **PSY 3730 – Individual Differences**

Goals: To introduce the study of individual differences in human behavior associated with genetic variables; to explore the degree to which genetic and environmental factors mutually influence the expression of a variety of psychological phenomena; to provide an overview of behavioral genetic methods and design.

Content: Examination of genetic and environmental influences on human behavior; pathways between genes and behavior; cognitive abilities and disabilities; psychopathology; personality; substance use; health and well-being; aging.

Taught: Annually

Prerequisites: PSY 1330 and one course in statistics (MATH 1200, QMBE 1310, or an equivalent) with grades of C- or better

Credits: 4

### **PSY 3740 – Disorders of Childhood**

Goals: To introduce students to current understandings of psychological disorders of infancy, childhood, and adolescence; key issues in child classification and diagnosis; contemporary issues in developmental psychopathology.

Content: Descriptions of psychological disorders from infancy through adolescence; genetic, physiological, psychological, family and sociocultural factors that influence the development, course and treatment of disorders, with an emphasis on understanding of child psychopathology in the context of typical development; contemporary issues in developmental psychopathology.

Taught: Periodically

Prerequisites: PSY 1330 (or equivalent) and one of the following: PSY 1440, PSY 1480 or PSY 3440 (grades of C- or better in all courses)

Credits: 4

### **PSY 3800 – Social Psychology**

Goals: To introduce the prominent social psychological theories and research relating to social behavior.

Content: A survey of classic and contemporary theories in impression formation, person perception, prejudice and stereotyping, interpersonal attraction and relationships, altruism and aggression, conformity and persuasion, and group processes.

Taught: Annually

Prerequisite: PSY 1330 or equivalent with a grade of C- or better

Credits: 4

### **PSY 3820 – Cross-Cultural Psychology**

Goals: To examine research and theory on cross-cultural psychology from international and domestic perspectives. To gain an overview of how cross-cultural issues relate to and influence different

areas of psychology and to present the methods psychologists use to study culture and its effects on behavior and emotion (from social psychology to clinical psychology).

Content: Topics include (but are not limited to) cultural universality and specificity, ethnic identity, cultural variations in human development, personality, emotion, cognition, social interactions and psychopathology, psychology of immigration and acculturation, mindfulness-based approaches, and psychological assessment and treatment of culturally diverse populations.

Taught: Annually

Prerequisites: PSY 1330 and a statistics course (MATH 1200, QMBE 1310, or an equivalent) with grades of C- or better

Credits: 4

### **PSY 3840 – Addictive Disorders**

Goals: To examine research and theory on the causes and consequences of alcoholism, binge drinking, drug addictions, and behavioral addictions.

Content: A wide variety of perspectives on normal-range substance use, college drinking, alcoholism, nicotine dependence, drug addictions, and behavioral addictions will be covered including: behavioral genetics, neuroscience and psychophysiological research, developmental issues, environmental factors, co-occurring disorders, clinical psychological treatment and prevention, psychiatry, and epidemiological, social, emotional, attitudinal, and experimental studies. Students will engage in data analysis, write-up and interpretation of real data sets on addiction, and read and critique research articles on various topics.

Taught: Annually

Prerequisites: PSY 1330, PSY 1480, and a statistics course (MATH 1200, QMBE 1310, or an equivalent) with grades of C- or better

Credits: 4

### **PSY 3850 – Psychopathy and Antisocial Personality Disorder**

Goals: To describe and critically analyze research, theory, and practice in the field of psychopathic and antisocial personalities and forensic psychology. Students will learn key descriptive, causal and treatment approaches to the field.

Content: We will discuss psychopathic and antisocial personalities and distinctions between these and other psychiatric disorders. Using case histories, we will examine different expressions of the psychopathic personality, including criminal and successful types, as well as the serial murderer. Other topics will include: diagnostic approaches, developmental issues, treatment, forensic psychology practice, gender differences, personality profiling; causal factors in criminal and psychopathic behavior; research on emotion, and thought processes in psychopaths.

Taught: Annually in summer

Prerequisites: PSY 1330 (or equivalent) and PSY 1480 (grades of C- or better), or instructor permission

Credits: 4

### **PSY 3870 – Topics in Social and Cultural Psychology**

Goals: To introduce contemporary theories and research in social and cross-cultural psychology and explore multiple perspectives on current challenges in social and cross-cultural psychology.

Content: This course explores the intersection of culture and social psychology. Relevant theories, research, methods, and issues will be examined. Topics include culture and self (e.g., identity, language, development, morality), culture and others (e.g., person perception, family, friendships, relationships, work), and culture and well being (e.g., health and happiness). Relationships, and Work.

Prerequisite: PSY 1330 with a grade of C- or better

Note: This course is open to Online Degree Completion students only.

Credits: 4

### **PSY 5010 – Departmental Honors Project**

Goals: To complete an individual honors project in psychology.

Content: Honors projects are typically empirical studies, but may also involve advanced literature reviews.

Prerequisites: PSY 3350 and admission by application and approval of departmental sponsor and psychology faculty.

Credits: 6 (3 credits in fall and 3 credits in spring)

### **PSY 5420 – Belief in the Brain**

Goals: To introduce students to the concept of human belief and doubt in philosophy, psychology, and cognitive neuroscience. The course primarily aims to explore the differences of two theoretical belief models with emphasis on how each one of these belief models may shape our society. This includes issues dealing with the right of free speech, mass communications, advertising, propaganda, lie detection, and religious beliefs. Students will cultivate their own perspectives with cumulative essays and in class discussion, as well as improving lecture skills with multiple in class presentations.

Content: Wide-ranging perspectives on human belief: philosophical, cognitive science, and cognitive neuroscience; lesion method in cognitive neuroscience, prefrontal cortex functionality, cognitive science of religion, authoritarianism, dual-processing, cognitive dissonance.

Prerequisite: PSY 3420 (grade of C- or better) and major status in psychology or neuroscience, or instructor permission

Credits: 4

### **PSY 5440 – Childhood and Society**

Goals: To examine controversial issues in child development which have substantial implications for public and social policy. The topics examined will link development, education, and cultural practices from infancy through adolescence.

Content: Specific topics vary by semester and will include topics of both historical relevance and contemporary debates within child development (e.g.,

adolescent risk behavior, child care, children and the law, developmental theory and educational practices, family diversity, media exposure, parenting styles, public health, poverty, and technology use).

Prerequisites: PSY 3440 (grade of C- or better) and senior standing (with psychology major), or permission of the instructor

Credits: 4

### **PSY 5720 – Clinical Health Psychology**

Goals: This seminar is designed to examine the interrelationships between behavior, emotion, health and psychological disorders and dysfunction. Students will be introduced to the assessment, treatment and causes of physical and psychological health issues.

Content: The role of the practicing psychologist in a medical setting will be discussed and how psychologists function in the context of health care settings will be a major focus of the course (ranging from ethics to assessment and treatment) and we will examine how they operate with other medical professionals. Emphasis will be on clinical intervention and assessment of physical and mental disorders in context.

Prerequisites: PSY 1480 (grade of C- or better) and senior standing (with psychology major), or permission of the instructor

Credits: 4

### **PSY 5750 – Positive Psychology**

Goals: To introduce students to the scientific study of positive characteristics, positive experiences, and positive institutions; to critically examine particular topics in positive psychology in depth; and to make connections between theory and practice in positive psychology.

Content: Variable from session to session.

Prerequisites: PSY 3350 (grade of C- or better) and senior standing with psychology major

Note: This course is open to Online Degree Completion students only.

Credits: 4

### **PSY 5800 – Psychology of Politics, Ideology, and Identity**

Goals: This course will introduce historical and contemporary perspectives in political psychology. Students will consider topics from multiple levels of analysis to better understand how psychological processes interact with mass politics and shape our social reality and institutions.

Content: Topics will vary by semester and reflect current issues. Sample topics include: methodology across disciplines, Ideology and partisanship, identity, motivated reasoning, misinformation, elite communication and media, polarization, worldview, morality, race, immigration, gender, conspiracy theories, campaigns, personality, collective action.

Prerequisites: PSY 3800 with a grade of C- or better, declared psychology major, and senior status

Credits: 4

### **QMBE 1010 – Microsoft Excel Associate Certification**

Goals: To enable students to achieve certification in Microsoft Excel at the Associate level.

Content: This online course is structured as a self-tutorial with instructor support. Offered only Pass/Fail with Pass achieved by passing the proficiency exam at a Certiport center. Credits obtained cannot be used toward the requirements for the Business Analytics concentration but are counted towards breadth of study. This course is open to all Hamline students, independent of major or minor area of study.

Please note: There is a \$90 testing fee for this course.

Credits: 1

### **QMBE 1011 – Microsoft Excel Expert Certification**

Goals: To enable students to achieve certification in Microsoft Excel at the Expert level.

Content: This course is structured as a self-tutorial with instructor support. Offered only Pass/Fail with Pass achieved by passing the proficiency exam at a Certiport center. Credits obtained cannot be used toward the requirements for the Business Analytics concentration but are counted towards breadth of

study. This course is open to all Hamline students, independent of major or minor area of study.

Please note: There is a \$90 testing fee for this course.

Credits: 1

### **QMBE 1100 – Introduction to R**

Goals: To introduce R and RStudio, in preparation for courses in analytics and economics. By the end of this course, students will be able to import data, understand data types, manage data, and generate basic statistical output.

Content: In this course you will learn how to program in R, in preparation for courses that use R for data analysis. You will learn how to install and configure software necessary for a statistical programming environment and learn the basics of importing and managing data.

Credits: 2

### **QMBE 1310 – Statistics**

Goals: To acquaint students with major parametric and nonparametric statistical techniques.

Content: Data organization, simple probability, and sampling distributions; estimation and hypothesis testing; regression and correlation; time series; selected non parametric tests.

Prerequisites: None, though a basic understanding of algebra is expected.

Note: Credit will not be given for more than one statistics course (MATH 1200, PSY 1340, or QMBE 1310).

Credits: 4

### **QMBE 1320 – Introduction to Business Analytics**

Goals: To introduce frequently used data analysis techniques, to develop the quantitative skills necessary to use them, and to apply the methods in business decision-making settings.

Content: The course will cover decision-making frameworks as well as data capture, analysis and presentation techniques. Topics such as budgeting, forecasting and regression will be explored using Excel and other relevant software or analytical tools.

Prerequisite: QMBE 1310 (or equivalent statistics course) with a grade of C- or better.

Credits: 4

### **QMBE 3720 – Decision Science**

Goals: To introduce students to decision-making analysis, stressing problem formulation, analytical methods for solution, and use of computer models.

Content: Decision theory, linear programming, simulation, and implementation.

Prerequisites: QMBE 1320 and MGMT 3100 (grades of C- or better) or consent of the instructor.

Credits: 4

### **QMBE 3730 – Advanced Business Analytics**

Goals: To enable students to utilize advanced mathematical models and data analysis techniques.

Content: This course picks up where QMBE 1320 leaves off, with more sophisticated models and new analytical techniques. Time permitting, topics covered will include a deeper look into optimization and spreadsheet models, multivariate regression, nonlinear regression, models of causation, and time series/forecasting.

Taught: Yearly, spring semester

Prerequisite: QMBE 1100 and QMBE 1320 (grades of C- or better)

Credits: 4

### **QMBE 3740 – Data Mining**

Goals: Introduce students to data mining techniques and best practices.

Content: This course includes classification, prediction, data reduction, and data visualization. Advanced regression, network and cluster analysis.

Taught: Alternate Years

Prerequisites: QMBE 1100 or CDS 1030; and QMBE 1320 or CDS 1010; and QMBE 1310 or MATH 1200 (grades of C- or better)

Credits: 4



### **QMBE 3750 – Data Management and Communication**

Goals: To build a strong foundation in data organization, and management (i.e., "data wrangling") as well as reporting, visualization, and communication to non-technical audiences.

Content: Businesses today operate in a very complex environment, with more data available than ever before. Students will build skills in using data management and visualization tools (including SQL and Tableau), and consider approaches to professional data representation and communication.

Prerequisites: QMBE 1310 (or equivalent statistics course) and QMBE 1320 or CDS 1010 with grades C- or better

Credits: 4

### **REL 1100 – Introduction to Religion**

Goals: To examine general theories about religion and various dimensions of religion (e.g. the sacred, scriptures, ethics, practices, mysticism, etc.), to reflect on the role of religion in public life, and to appreciate various ways of being religious and non-religious.

Content: Topics discussed include approaches to the interpretation of scriptures, religious ethics, different kinds of "religious lives," the challenges of religious diversity, religion and violence, atheism, religious trends in America and the world, and the relationship of religion to politics, law, science, and feminism. A number of the world's religious traditions and thinkers will be introduced through texts, case studies, films and field trips.

Taught: Every semester

Credits: 4

### **REL 1140 – Women and Religion: Witches, Vixens, and Rebels**

Goals: To introduce religious expressions of women and their role in religion; to analyze the roles religion plays in women's lives; to explore ways women influence as well as rethink religious traditions and shape them.

Content: Cross-cultural examination of how religions function in women's lives and the leadership roles women take in religion; analysis of gender structures in religion; and examination of such concepts as

spirituality, community, authority, relationship, and images of the divine. The specific religious traditions and the cultural contexts of the women may vary in different years.

Taught: Alternate years

Credits: 4

### **REL 1200 – Hebrew Bible/Old Testament: Textual Interpretation, Archaeology, and Digging for the Promised Land**

Goals: To survey the Jewish Scriptures/Christian Old Testament in historical context, exploring both the material's literary characteristics—such as narrative plot and theme, poetic form and rhetoric—and its key theological emphases—such as the concept of God and the mission and destiny of Israel.

Content: Samples from the three main portions of the Old Testament: Pentateuch, Prophets, and Writings (Psalms and wisdom literature).

Credits: 4

### **REL 1220 – The New Testament in Contemporary Contexts**

Goals: Students will develop their skills as interpreters by encountering the texts of the New Testament in their contexts – and through contemporary and ancient case studies. As global citizens, students will confront the ways diverse groups of people across the ages have interpreted and deployed scripture to fit the needs of their day.

Content: What is the Christian New Testament, how did it come to be, and how has it been used? How could a single set of texts be formative for civil rights leaders and segregationists alike, for queer persons and fundamentalists, for radical environmentalists and free-market capitalists, for the historically orthodox as well as heretics, and what can the worldviews of ancient Hellenism and Judaism teach us about the problems we face today? This course will explore the content and formation of the New Testament using the methods of historical-critical analysis.

Credits: 4

### **REL 1300 – Introduction to Theology**

Goals: To introduce the student to theological language and argument through critical examination of historical and contemporary thinkers as well as schools of thought.

Content: Close reading and discussion of theological texts that explore central Christian claims about the nature of God, Jesus Christ, creation, humanity, the church, sin, suffering, evil, and salvation. Special attention will be given to the role of gender as well as to Christianity's relationship to other religious traditions.

Course focus varies by term and instructor. Students may register for this course more than once for different topics.

Taught: Alternate years

Credits: 4

### **REL 1400 – Christian Ethics**

Goals: To provoke reflection on, and understanding of, the basis, nature, content, and consequences of Christian moral thinking. To appreciate the variety of viewpoints of moral issues within the Christian tradition and their relation to the larger society.

Content: Close reading and discussion of various approaches to Christian ethics followed by analysis of selected moral issues such as war, euthanasia, abortion, homosexuality, and racism.

Credits: 4

### **REL 1500 – Introduction to Judaism**

Goals: To introduce students to the Jewish world by putting them in touch with authentic Jewish texts, experiences, values, and insights, and by enabling them to compare Judaism with their own ways of living and believing.

Content: Analysis of the uniqueness and tragedy of Jewish history, issues of Jewish identity, the role of Jewish law in the life of the community.

Credits: 4

### **REL 1510 – Jewish Ethical Thought: Questions, Responses and Responsibilities**

Goals: To study the nature of the good in Judaism; to analyze such contemporary issues as war and peace, individual responsibility, sexuality, women's issues, and related topics.

Content: Historical context and authority, including Bible, Talmud, Responsa, and Codes; classic and modern religious literature; contemporary Jewish bioethics texts.

Credits: 4

### **REL 1520 – The World of Jesus**

Goals: To understand the social, cultural, and political realities that comprised the world of Jesus, and to see him as an embodiment of that milieu.

Content: Movements in contemporary Judaism—Sadducees, Pharisees, Zealots, Essenes—as well as institutions like Temple, Torah, and Synagogue will be studied, along with the opportunities they presented to Jesus. Special emphasis will be placed on Jewish responses to Greek and Roman imperialism and culture, and to the ways in which these responses shaped Jesus' environment.

Credits: 4

### **REL 1560 – Islam and the Muslim World**

Goals: To gain an understanding of the history, texts, beliefs and practices of Islam. To explore the ways the commitment to the tradition is understood and expressed in the lives of Muslims from a variety of places and backgrounds. To gain an appreciation for both diversity and unity within the tradition.

Content: Close reading of portions of the Qur'an and other sacred writings, such as the Hadith; survey of the history of Islam; exploration of Islamic philosophy, law, art and literature. Special topics will include an examination of Sufism, the mystical tradition, and an analysis of contemporary issues relating to Islamic politics, the tension between tradition and modernization, and the growth of Islam in America.

Teaching Methods: Lecture, small and large group discussion, videos; possible field trips and guest lectures.

Taught: Annually

Credits: 4

### **REL 1620 – Religions of East Asia: Belief and Practice in China, Korea, and Japan**

Goals: To provide an introduction to the religious traditions of China, Korea and Japan. To examine continuity and diversity within each tradition and among the various traditions. To explore how religious themes and values are expressed in texts, rituals, symbols, art and architecture.

Content: We will look at both the indigenous religions of each culture (e.g. Chinese Daoism, Korean Shamanism, Japanese Shinto) as well as those traditions that all share in common (Confucianism and Buddhism). We will discuss beliefs and practices, major thinkers and texts, historical contexts, institutional developments and popular religious movements. Topics include Chinese cosmology, Zen meditation, Korean Christianity, religion and Communism, and Confucian capitalism in contemporary East Asia.

Taught: Annually

Credits: 4

### **REL 1630 – Religions of South Asia**

Goals: To provide an introduction to the religious traditions of South Asia (India, Pakistan, Bangladesh). To examine continuity and diversity within each tradition and among the various traditions. To explore how religious themes and values are expressed in texts, rituals, symbols, music, art and architecture.

Content: We will look at the Brahmanical, Jain, Buddhist, Hindu, Islamic and Sikh traditions. Topics will include yoga, renunciation, Hindu deities, caste and social structure, and women in Hinduism. The last part of the course will explore trends in the 19th and 20th century, during which the religious traditions of South Asia were connected with nationalism and the birth of modern India, Pakistan and Bangladesh. We will conclude by looking at the role that Hindu traditions, teachers and practices have played in modern America.

Taught: Annually

Credits: 4

### **REL 3000 – Searching for Religion: The Quest for Meaning from the Church and Mosque to the Movie Screen and Concert Stage**

Goals: This course will investigate the following questions: What is religion and in what ways does it impact people's lives? In what ways can religion be found not only in churches, synagogues and mosques, but also in movie theaters and concert stages, football fields and fandom? What methods should be used to study religion and what theories best explain it?

Content: Students will study approaches to religion from a wide range of fields, including psychology, theology, anthropology, sociology, philosophy and history, as well as feminist and postmodern approaches. They will investigate religious phenomena in diverse contexts, from the totemistic rituals of aboriginal groups to contemporary popular culture.

Taught: Spring semester

Prerequisite: One previous religion course (grade of C- or better) or instructor approval

Credits: 4

### **REL 3200 – Biblical Narrative: Old Testament/Hebrew Bible**

Goals: To study in depth some portion of the narrative literature of the Jewish Scriptures/Christian Old Testament, with special attention to the issue of relevance posed by the antiquity of the texts, and to the issues posed by a sacred "literature-in-translation." Emphasis will be given to developing close reading skills, a working acquaintance with critical methods of biblical studies, and intercultural competence.

Content: Course content may shift from year to year. It may focus on a large block of narrative, the Deuteronomistic History (Joshua–2 Kings), for example, or on an individual book (e.g., Genesis), or on a piece of a book (e.g., the Jacob cycle). Alternatively, the course may adopt a thematic approach: e.g., "family, friend, and stranger," "holy war and peace," or yet other topics.

Prerequisites: REL 1200 or REL 1220, or permission of the instructor

Credits: 4

### **REL 3250 – Death and Dying: Religious, Philosophical, and Literary Perspectives**

Goals: This course will examine death and dying from a range of perspectives and multiple methodologies.

Content: The texts we will read include a) philosophical and theological reflections on the meanings(s) of death, how we should live in the face of death, and the possibility and desirability of immortality; b) psychological analyses of death anxiety, grief, and mourning; c) anthropological and sociological examinations of death rituals, suicide, and institutions surrounding death; d) accounts from Confucian, Daoist, Buddhist, and Christian traditions about the nature of death and the after-life; and e) debates on controversial issues including euthanasia, war and pacifism, capital punishment and factory farming. We will also read literary treatments (short stories, poems, excerpts from novels) on many of these issues, and view films that focus on these topics.

Taught: Alternate years

Prerequisites: Any religion course

Credits: 4

### **REL 3390 – Christianity in an Age of Religious Diversity**

Goals: this course will investigate recent attempts by Christian scholars and practitioners to address how to think about, interact and live with people of other traditions. Students will leave the course with a critical understanding of the promise and the challenge of working from within a religious tradition to forge avenues of understanding and build relationships across traditions.

Content: In an age of increasing religious diversity at the local, national, and international levels, it is imperative that religious traditions reflect on the following questions: How are we to think about the nature and meaning of religious diversity? What is the significance of my neighbor's faith for mine? What does a commitment to my home tradition mean for how my community should relate to other religious communities that are now part of the fabric of life in our cities and neighborhoods? Taught in a seminar style, this course will explore these questions and more.

Credits: 4

### **REL 3400 – Contemporary Issues in Christian Ethics**

Goals: To achieve a greater appreciation of the major approaches and sources utilized by contemporary Christian ethicists, and to apply that knowledge to in-depth research into one current ethical dilemma.

Content: The influence of scripture, philosophy, social, and natural science on the shape of Christian ethics in relationship to specific ethical issues such as sexuality, health care, politics, environment, economics.

Credits: 4

### **REL 3430 – Feminist/Womanist Theologies**

Goals: To explore the traditional theological claims in light of feminist and womanist critiques and reformulations.

Content: Close reading and discussion of a variety of feminist and womanist theological works, especially focused on how gender, race, and class have affected religious language and imagery regarding God, Christ, power, sin, love, and redemption.

Taught: Alternate years

Credits: 4

### **REL 3630 – Buddhism: Texts, Meditation and Enlightenment from Ancient India to Contemporary America**

Goals: To engage in an in-depth study of the Buddhist tradition, focusing on its origin in India, its development in Southeast Asia, East Asia, and Tibet, and the spread of Buddhism to America. We will look at both continuity and diversity within Buddhism, examining the different forms the tradition takes in various cultures and at the threads that run through all of them.

Content: We will examine various facets of Buddhism—e.g. meditation, ritual, ethics, devotion—and different types of Buddhist lives—e.g. Monastic and lay, contemplative and activist. We will read both primary texts (e.g. Sutras) and modern secondary literature, and will examine Buddhist thought and practice at the "elite" level as well as the popular level. A number of sub-themes and questions will run through the course: How has each culture been shaped by Buddhism, and how has Buddhism been shaped by the various

cultures? What has been the interaction of Buddhism with other aspects of culture, and with the sociopolitical sphere, in each country? Special topics include women in Buddhism, conceptions of Nirvana, the ethics of Karma, Buddhist-Christian Dialogue, and Buddhism in contemporary America.

Taught: Alternate years

Credits: 4

### **REL 5900 – Religion Colloquium**

Goals: This course brings together student majors, minors, and faculty members for the presentation and discussion of scholarly work in religion and examines the concept of vocation in a way that helps students reflect on their lives after college and on the process of finding meaningful work and discerning a calling.

Content: Scholarly work by students, faculty members and visiting scholars; texts that explore the concept of vocation; and guest speakers and panels discussing issues related to work, careers, calling and elements that constitute a meaningful life.

Taught: Annually

Note: Two semesters of Colloquium are required for majors, and one semester is required for minors.

Credits: 1

### **SJSC 1100 – Social Justice and Social Change**

Goals: This course will introduce students to major streams of social justice thought, including historical social justice movements, theoretical problems having to do with social equality, personal freedom, access to social resources, marginalization, and stigmatization, and the ways in which communities respond to these issues.

Content: Students will engage with classic and contemporary texts from philosophical, historical, legal and social scientific thought comprising a survey of core debates in Social Justice scholarship and activism. Students take an active and collaborative role in synthesizing and applying these ideas through several class projects, including elements of policy-focused problem solving and community engagement.

Credits: 4

### **SJSC 1110 – Society and Social Change**

Goals: To introduce students to the discipline of sociology and how understanding the organization of society enables one to both understand and effect social change.

Content: Introduction to theoretical perspectives, research methods, culture, socialization, and social institutions such as, but not limited to family, education, and government. Introduction to class, race, and gender as forms of social structure, with a specific focus on social change. Topical focus may vary with the instructor.

Credits: 4

### **SJSC 1120 – Social Issues**

Goals: To gain a thorough understanding of a specific social issue and its impact on society.

Content: The social issues selected will vary with the instructor; for example: family, poverty, social inequalities, environmental justice, etc. See the course listing for a given term for that course's focus.

Taught: Annually

Credits: 4

### **SJSC 3320 – Power, Policy, and Justice**

Goals: Understanding the role of power in social and political identities, relationships and political institutions across time and space, with particular emphasis on the US context.

Content: Specific content will focus on the social causes and consequences associated with the exercise of power. The subjects of study range from the very micro (political psychology and the nature of political attitudes) to the very macro (the processes of globalization). Though students may have strong affinities with one or more political perspectives, we will not be adjudicating the claims associated with those perspectives or "deciding who is right." Rather, we'll be spending our time in the course characterizing the nature of power and politics in our social world. This course is a survey, and as such is not meant to be exhaustive. Several issues of interest may be beyond the scope of this course, but an effort will be made to

incorporate topics of interest to the students as well as issues that may be timely and "in the news."

Prerequisite: SJSC 1100 or SJSC 1110 with a grade of C- or better

Credits: 4

### **SJSC 3330 - Gender Matters**

Goals: To understand and evaluate gender as a form of social structure and the consequences that structure holds for individuals and society. To understand gender as a social, rather than purely biological, construct.

Content: Covers a variety of topics including the social construction of sex and gender, biological explanations of gender difference, and a selection of contemporary issues in gender studies including masculinities, and intersex and transgender experiences.

Prerequisite: SJSC 1100 or SJSC 1110 with a grade of C- or better

Credits: 4

### **SJSC 3340 - Medicine, Morality, and Mortality**

Goals: Upon successful completion of the course, students will be able to:

1. describe the socialization experiences of students in medical school;
2. identify and describe historical shifts regarding the place and practice of medicine in American society;
3. describe patient-doctor interactions and experiences in various clinical settings;
4. compare and contrast health and illness across social differences including race, socio-economic status, and gender;
5. articulate key ethical issues in medicine including the case of organ transplantation;
6. comprehend some of the complexities of medical practice, such as the role of patient compliance, surgical risk, and the anatomy of hope.

Content: This course explores the social worlds of medicine. Topics include the process of becoming a doctor, the history of medicine, patient and doctor experiences, inequities in access to health care, organ

transplantation, medical complications, and the anatomy of hope. Using literature, film, text, and guest speakers, we will examine the roles of doctors, patients, and the institution of medicine in a social exploration of health, illness, and healing.

Prerequisite: SJSC 1100 or SJSC 1110 with a grade of C- or better

Credits: 4

### **SJSC 3350 - Race, Racisms, and Racialization**

Goals: To develop a deep and nuanced understanding of the causes and consequences of the system(s) of racial categorization that exist in the contemporary United States.

Content: Among other things, course content will privilege the historical process that gave rise to the current racial order, the ideologies that justify it, and the racial inequalities and ideologies that are the products of that order.

Prerequisite: SJSC 1100 or SJSC 1110 with a grade of C- or better

Credits: 4

### **SJSC 3360 - Religion and the Just Society**

Goals: To understand the role of religion as a social institution from a social scientific perspective with special attention to the role of religious practice, identity, and belief in the cause of social justice. Students will understand the various ways in which religion has shaped and been shaped by our evolving social order.

Content: Students will engage with texts, documentaries, scholarly studies, and analyses of public opinion that treat religious people, religious ideas, and religious institutions as specific social artifacts for study. The course material takes no position on the existence of God(s), the value of one prophetic tradition over another, or any other doctrinal debate. The material is not oriented toward judgments as to whether a given religious tradition is "good" or "bad," but rather represents an endeavor to understand the social context that gave rise to that tradition – as well as the

impact that the tradition had on the society from which it emerged.

Prerequisite: SJSC 1100 or SJSC 1110 with a grade of C- or better

Credits: 4

### **SJSC 3390 – Self, Identity, and Society**

Goals: To provide an overview of sociological social psychology, specifically the perspective of symbolic interaction. To understand how we become social beings and how, through our everyday interactions with one another, we create and re-create both ourselves and the social world in which we live.

Content: The course will begin with a comparison of sociological and psychological theories of social psychology. We will then turn to symbolic interaction with topics that include meaning and symbols as human creations, language and cognition, impression management, the self, and the social construction of reality.

Prerequisite: SJSC 1100 or SJSC 1110 with a grade of C- or better

Credits: 4

### **SJSC 3900 – Engaging Social Justice**

Goals: To support and strengthen the academic component of the internship experience.

Content: Readings/viewings, discussion, and writing in the context of a 120-hour internship related to the study of social justice and social change.

Prerequisites: SJSC 1100 or SJSC 1110 and two SJSC electives, with grades of C- or better, and instructor permission

Credits: 4

### **SJSC 3910 – Theorizing Social Life**

Goals: Students will learn to wield social theory as a means to organize, understand and predict social phenomena. Students will also learn that understanding social reality is controversial and complicated.

Content: The course is a targeted survey of early, modern, and contemporary sociological theory with an

emphasis on connecting theory to practice.

Genealogical connections between and among theoretical constructs and "schools" are a point of emphasis, and the social contexts within which theoretical frames develop is a primary focus.

Prerequisites: SJSC 1100 and SJSC 1110 with grades of C- or better or instructor permission, and junior or senior standing

Credits: 4

### **SJSC 3920 – Social Research Methods**

Goals: To learn how to design and implement a research project. To become familiar with limits and appropriateness of various qualitative and quantitative research methods.

Content: Various types of research methods such as field research, content analysis, and survey.

Taught: Spring term

Prerequisite: SJSC 1100 and SJSC 1110 with grade of C- or better or instructor permission, and junior or senior standing

Credits: 4

### **SJSC 5330 – Sexualities**

Goals: The aim of this course is to increase understanding of the connections between human sexual attitudes and behaviors and larger social forces. Although the primary focus is on sexualities in the United States, comparative historical and cultural aspects are also regularly engaged.

Content: The course will cover a variety of topics, providing a structural analysis of sexualities. Topics include the social construction of sexualities, the history of sexualities in America, and sexualities and religion, medicine, law, family, commerce, and education.

Prerequisite: SJSC 3330 with a grade of C- or better

Credits: 4

### **SJSC 5830 – Storytelling and Narrative in Ethnography**

Goals: This course explores how to harness the power of effective storytelling for the strategic benefit of an individual, an organization, and society as a whole. Students will learn to recognize how people's everyday

stories matter, and how these stories can be used to understand social injustice, institutional power, the social dynamics of community, and the relationship between individuals and communities. Students will learn how stories can be analyzed for their social meaning and how to document others, as well as oneself, in images, sounds, and words using ethnographic methods.

Content: Students are introduced to ethnography, the systematic study and recording of human cultures. This is a course about the stories that constitute people's everyday lives and the significance of documenting and writing about these life stories. Students will be introduced to theories and practices related to ethnographic storytelling with an emphasis on storytelling and narrative and to the methodological techniques social scientists use to collect, analyze, and write about these real-life stories. Course materials include social scientific forms of writing, short stories, autobiography, as well as documentary films, photographs, and digital audio and visual texts. Students will conduct an original ethnographic research project.

Prerequisite: SJSC 1100 or SJSC 1110 and two SJSC electives, OR PBHL 1100 and two PBHL electives, with grades of C- or better

Credits: 4

### **SJSC 5900 – Agents of Social Change**

Goals: Students will synthesize the diverse components of their disciplinary experience to engage in a focused and collaborative seminar aimed at putting their skills into practice. This capstone course is intended to allow students the opportunity to demonstrate their learning and to begin the process of applying that knowledge to their future work – both within their careers and from without.

Content: Students will engage with scholarly texts and practical resources aimed at putting social justice education to practice. Students will learn from practitioners and reflect on how to develop their academic development into meaningful and sustainable practice. This process will be collaborative

and students will draw on and benefit from peer experience and input.

Prerequisites: SJSC 3910 and SJSC 3920 with grades of C- or better, senior standing, and instructor permission

Credits: 4

### **SPAN 1110 – Beginning Spanish I**

Goals: To introduce students with little or no previous training in the language to the basic grammar and vocabulary necessary for a variety of common activities.

Content: Practical communication in such areas as greetings, descriptions, social and family life, food and restaurant needs, daily routines, the weather and the seasons, cultural values and leisure activities, machismo and feminism; occasional lectures concerning relevant aspects of Hispanic and Latino lives.

Taught: Annually

Credits: 4

### **SPAN 1120 – Beginning Spanish II**

Goals: To introduce students with little or no previous training in the language to the basic grammar and vocabulary necessary for a variety of common activities.

Content: Practical communication in such areas as greetings, descriptions, social and family life, food and restaurant needs, daily routines, the weather and the seasons, cultural values and leisure activities, machismo and feminism; occasional lectures concerning relevant aspects of Hispanic and Latino lives.

Taught: Annually

Language placement: The department recommends that students complete SPAN 1110 before taking this course. Otherwise, students should do the online placement assessment for Spanish and contact the course instructor for placement advice.

Credits: 4



### **SPAN 3210 – Intermediate Spanish I**

Goals: To review and strengthen fundamental concepts. To increase writing and speaking skills. To develop an active vocabulary and improve pronunciation. To foster awareness and knowledge of Hispanic cultures and civilizations.

Content: Intensive review of the indicative mood, including the perfect and progressive tenses, and an introduction to the forms and uses of the subjunctive. Vocabulary building, including idiomatic phrases and readings to illustrate grammatical usage and introduce Hispanic topics. Classroom conversation and small group discussion.

Taught: Annually

Language placement: The department recommends that students complete SPAN 1120 before taking this course. Otherwise, students should do the online placement assessment for Spanish and contact the course instructor for placement advice.

Credits: 4

### **SPAN 3220 – Intermediate Spanish II**

Goals: To develop skills in using compound tenses and the subjunctive in conversation and in writing. To increase vocabulary and fluency through extensive reading, writing, and conversation. Emphasis is given to self-correction and to paragraph-length speech.

Content: A comprehensive refinement of the use of all tenses, with emphasis on the subjunctive. Reading and discussion of short stories and articles to build vocabulary and facilitate oral communication, and explore different aspects of Latino culture.

Compositions and some translation.

Taught: Annually

Language placement: The department recommends that students complete SPAN 3210 before taking this course. Otherwise, students should do the online placement assessment for Spanish and contact the course instructor for placement advice.

Credits: 4

### **SPAN 3350 – Advanced Communication in Spanish**

Goals: To refine skills and attain near-native proficiency in pronunciation and in understanding native speakers.

Content: Concentrated practice with word and sound variations used by native speakers; an analysis of idiomatic material vital to understanding normal conversation; an awareness of the importance of gestures, speech patterns, personal space and body language; and sensitivity to the interplay of language and society as well as the impact of Spanish on English.

Taught: Periodically

Language placement: The department recommends that students complete SPAN 3220 before taking this course. Otherwise, students should do the online placement assessment for Spanish and contact the course instructor for placement advice.

Credits: 4

### **SPAN 3500 – Introduction to Spanish for the Health Professional**

Goals: To become familiar with the specific Spanish vocabulary used in the healthcare field; to review Spanish grammar structures that provide the foundation for knowing how to use that vocabulary to create complete thoughts that accurately express information to or ask questions of a Spanish speaking patient; to learn about volunteer and job opportunities and requirements for employment as a translator or interpreter in hospitals and clinics that serve the Latino population in the Twin Cities.

Content: This course is designed around a specialized and intensive amount of vocabulary study using various resources. Various readings and internet searching will be done to explore different medical practices in the United States and in Latin America, and to research the different job opportunities. This course requires a service learning experience in which students are involved in the community where they are exposed to Spanish speaking patients.

Taught: Periodically in fall or summer

Language placement: The department recommends that students complete SPAN 3220 before taking this course. Otherwise, students should do the online

placement assessment for Spanish and contact the course instructor for placement advice.

Credits: 4

### **SPAN 3600 – Hablemos de cine**

Goals: The primary goal is to strengthen the advanced-intermediate student's listening and speaking skills in preparation for 5000-level coursework. Secondary goals include introducing students to the questions and methodologies of film criticism and developing their ability to critique films on the level of narrative and as expressions of Spanish/Latin American culture and society.

Content: Students will view 6-7 films from different parts of the Spanish-speaking world so as to improve their listening skills, particularly their ability to identify and understand regional accents and idiomatic expressions. Oral (and some written) assignments include comprehension exercises, plot summaries and analyses, research presentations, debates, role-playing and a final, in-depth critical review. Significant emphasis on vocabulary building, pronunciation and the confidence and skill needed to speak in longer, more complex sentences. The course is conducted entirely in Spanish, although some films are screened with English subtitles.

Taught: Annually

Language placement: The department recommends that students complete SPAN 3220 before taking this course. Otherwise, students should do the online placement assessment for Spanish and contact the course instructor for placement advice.

Credits: 4

### **SPAN 3900 – Advanced Conversation and Composition**

Goals: To teach students advanced aspects of oral and written expression in Spanish.

Content: Readings include a selection of literary works by Latin American authors. Emphasis in oral and written expression, expository and creative writing, syntax, stylistics and idiomatic usage. Some introduction to advanced translation into Spanish.

Taught: Annually

Prerequisite: SPAN 3350 or SPAN 3600

Credits: 4

### **SPAN 3910 – Spanish for the Professional**

Goals: To provide the student with a working knowledge of the Spanish language and Latino culture as related to the bilingual workplace of the United States and its counterpart abroad.

Content: Work in such technical fields as health care and medicine, education and communication, law enforcement, social services and, in particular, business. Social and cultural issues are also emphasized. Pursuit of individual interests in specific career areas is encouraged. Strong emphasis is placed on relevant cultural issues.

Taught: Annually

Prerequisite: SPAN 3350 or SPAN 3600

Credits: 4

### **SPAN 3950 – Introduction to Spanish Linguistics**

Goals: To teach students the basic principles of Descriptive Linguistics and of Applied Linguistics.

Content: (1) Phonetics: exploration and classification of the sound system of Spanish and its theoretical representation; (2) Morphology: word formation and inflection in Spanish; (3) Syntax: word order, arrangement, and structure. This course provides students with a level of knowledge that enables them to make connections around relevant issues in contemporary Spanish linguistics, such as Heritage speakers' discourse, language acquisition, bilingualism, code-switching, Spanglish, and Spanish in the United States.

Taught: Alternate years

Prerequisite: SPAN 3900 or SPAN 3910 with a grade of C- or higher.

Credits: 4

### **SPAN 5200 – Spanish-English Translation: Lenguaje y Cultura**

Goals: To learn how theories, especially about culture, frame the way a translator or interpreter renders a text

and reflect on how these influences condition your own approach to translation; to improve your knowledge of the grammar, vocabulary and semantics of English and Spanish; to learn about employment as a translator or interpreter; and to complete your own significant, independent Spanish/English translation project for the Hamline Plan Q.

Content: Learning in this course takes place through:

1. Textbook lessons and in-class peer review of homework translation exercises;
2. Class sessions on translation theory and special topics such as machine translation, subtitling for film and television, and inclusive language in translation;
3. Guest presentations by professional translators and interpreters; and
4. Students' independent translation projects, which include short and long oral presentations in Spanish, a reflective essay, and submission of a significant, independent Spanish-English translation project.

Taught: Periodically

Note: This course is primarily taught in Spanish.

Credits: 4

### **SPAN 5210 – Spanish Children's Literature**

Goals: To read, analyze, discuss, and write, in Spanish language, on a variety of children's literary works with cultural references and with strong emphasis on literature for Latina/o/x children.

Content: This course familiarizes students with the rich traditional, classic, and contemporary works of Children's literature through a comprehensive selection of short stories, plays, and poetry written by Spanish-speaking authors from around the Hispanic world. This course will help students become more insightful interpreters and perceptive analysts of literature. Both theoretical and creative approaches to Children's literature will be stressed, as well as the development of reading, critical thinking, and speaking skills. This course also explores the pedagogical role of this literature in the language classroom and uses

literature to build children's appreciation for diverse ethnic groups and Latino cultures.

Taught: Alternate years

Prerequisite: SPAN 3220 with a grade of C- or higher, or intermediate-level Spanish proficiency and instructor permission

Credits: 4

### **SPAN 5220 – Variations of Spanish Language**

Goals: Students will be able to appreciate the different variations of Spanish language; improve their listening, speaking and reading skills in Spanish; become familiar with the history of Spanish in the world, alone and in contact with other languages; reflect on migratory movements of Spanish-speaking communities.

Content: This course introduces students to the dialectal diversity of the Spanish language, spoken throughout the world, alone and in contact with other languages. The course provides historical and linguistic background leading to the presence of Spanish across the six continents; the effects of language contact in the development of the various dialects of Spanish; and the current sociolinguistic circumstances of Spanish within multiple regions. These regions include not only countries where Spanish is the official language, but places where Spanish is spoken by large minorities. Students will be introduced to the variations of Spanish in Latin America, Spain, Gibraltar, West Africa, the United States, the Pacific, Southeast Asia, and in Judeo-Spanish dialects spoken in Eastern Europe and the Middle East. Students will learn through audiovisual materials and by analyzing phonetic variations and different modes of pronunciation and intonation.

Prerequisite: Any Spanish course numbered above 3220, with a grade of C- or better

Credits: 4

### **SPAN 5300 – La cultura popular en América Latina**

Goals: To engage in the collaborative and interdisciplinary study of various forms of popular culture in Latin America (festivals, music, foods, television, sports, etc.). To appreciate how both the Humanities and the Social Sciences can help us

understand the social, historical, political, economic, and aesthetic dimensions of cultural practices. To improve one's spoken Spanish through class discussion and formal presentations on a research topic.

Content: In the first half of the semester we learn how popular culture is defined and studied, and through readings, lectures, and class discussion we examine a range of popular Latin American cultural figures and practices. By mid-semester students will have formed working groups and chosen study topics, which they will research individually and collaboratively for several weeks. Finally, in a graduated series of oral presentations, students will teach classes on the popular culture genre they researched (e.g., comic books), and will lead us in interpreting a specific example of that genre (e.g., the Chilean comic book Condorito). Although some course readings are in English, all lectures, writing assignments, exams and presentations will be in Spanish.

Taught: Alternate years

Note: All coursework is done in Spanish.

Credits: 4

### **SPAN 5400 – Borderlands**

Goals: To reflect on the literal and symbolic power and meaning of borders. To explore the Hispanic experience in the territories along the US-Mexico border through literature written primarily in Spanish by Hispanic writers. Our exploration will focus on the contrasting experiences of Hispanics in the U.S. who are either native to this land, immigrants, or exiles. We will delve into how these contrasting experiences articulate with the intersecting issues of gender, race, class and nationality. For this we will need to understand, for example, the importance iconic female figures such as La Llorona, la Malinche, and la Virgen de Guadalupe have for Hispanic communities inside and outside the U.S. Other culturally relevant symbols, stereotypes, and tropes will also come into play. Ultimately, through readings and film viewing, we will attempt to interpret and understand the cross-cultural Borderlands experiences, bringing into sharp relief the meaning that border and frontier have from the Hispanic perspective.

Content: Readings in Spanish and English from various well-known and little-known Spanish and Hispanic writers from the time of first contact to the present day, as well as essays, newspaper and blog articles and films. Graded material includes tests, oral presentations and a final paper.

Taught: Periodically

Note: All coursework is done in Spanish.

Credits: 4

### **SPAN 5680 – Spanish Culture and Civilization**

Goals: This course is designed to give a comprehensive view of Spain and to provide students with a global knowledge of the different and diverse expressions of contemporary Spanish culture. The goal is to introduce students to the diverse realities of Spain through its history, geography, visual arts, politics, sociology and music, as well as its people, languages, traditions and daily life and customs. Spanish Culture and Civilization also presents new and current perspectives regarding Spain and its role in the European Union.

Content: Different aspects of modern Spanish culture will be presented to the class through textbooks, contemporary movies, literary works, newspapers and magazine articles. In addition to expanding students' cultural knowledge, this course works to develop students' writing, reading, listening and speaking skills. Students are asked to form opinions on issues, defend their beliefs, and research and explore course topics independently.

Taught: Periodically

Note: All coursework is done in Spanish.

Credits: 4

### **SPAN 5800 – Latin American Novel and Short Story**

Goals: To expose the student to the development from realism to magical realism in Latin American novels and short stories, to analyze the importance of the historical reality of the Mexican Revolution in literature, and to examine machismo and hembrismo in the culture and how they are reflected in literature.

Content: Through literature, students move north with the troops of Pancho Villa (Los de abajo), experience life

in a machodominated pueblo where the dead speak (Pedro Paramo), examine choices that made a revolutionary into a politically powerful cacique in our modern world (La muerte de Artemio Cruz), observe the gender specific "painted woman" and "suffering mother" in relation to the macho male, and understand the impact that Mexican attitudes and customs have had on the United States.

Taught: Alternate years

Note: All coursework is done in Spanish.

Credits: 4

### **SPAN 5810 – Modern Latin American Fiction**

Goals: To explore different literary movements in the 20th century such as indigenismo, regionalismo, la novela psicologica, la vanguardia, lo real maravilloso, and feminismo; to seek connections between literary aesthetics and sociopolitical forces in Latin America; to develop through practice our ability to analyze, discuss, and write about art.

Content: Primary texts: original works of Latin American fiction. Secondary texts: historical, biographical, and analytical readings. Authors vary from year to year. Course may occasionally focus on one or more themes, such as women writers, the regional novel, exile literature, or others.

Taught: Alternate years

Note: All coursework is done in Spanish.

Credits: 4

### **SPED 7100 – ASD: Introduction and Overview**

The incidence of autism spectrum disorders has increased significantly, and schools are charged with creating appropriate programs. Examine autism and Asperger Syndrome, educational criteria, identification and assessment, personal perspectives, teaching strategies, and family issues. Discuss specific research related to autism and educational practices. Address the effects of autism on families, as well as how to include the family in educational planning. Target audience: educators, administrators, autism resource specialists, special educators P-12, and related services personnel.

Credits: 2

### **SPED 7101 – Proactive Behavior Management**

Too often, students with autism are 'treated' with behavior management strategies that expect the student to have necessary skills in the areas of emotional regulation, perspective-taking, and executive functioning. The emergence of scientific information regarding behavior and brain function should compel us to rethink many of our preconceived ideas about challenging behaviors and the strategies we use for intervention. In addition, research regarding emotional regulation development and sensory systems deficits, offers us an increased understanding of why our students struggle in specific situations.

This class examines behavior management philosophy, sensory and emotional regulation research, tools for Functional Behavior Assessments, and strategies for writing Positive Behavior Support Plans for students on the autism spectrum.

Prerequisite: SPED 7100

Credits: 2

### **SPED 7102 – Assessment: Identification and Planning for the Student with ASD**

Become competent in the identification and assessment of individuals with autism spectrum disorders.

Review Minnesota state criteria for the process of identification, assessment and educational planning for students with autism spectrum disorders. Effectively select, utilize, and report results using appropriate tools for evaluation of autism spectrum disorders. Write your own comprehensive evaluation report based on results obtained from testing an individual to which you have access.

Prerequisite: SPED 7100

Credits: 2

### **SPED 7103 – Communication, Assessment, and Intervention for Learners with ASD**

This course is required for students pursuing the ASD license (meets required competencies). It provides educators with an overview of the communication characteristics of individuals with ASD and explores

current assessment tools and strategies related to communication. The following areas will be addressed: development of social communication and its relevance in ASD, communicative characteristics across the autism spectrum, formal and informal assessment tools and strategies currently used to evaluate communication, including the use of informal tests to evaluate communicative functions, social communication, non-verbal language and play skills, use of assessment results to identify needs and develop intervention plans, and principles of guiding language intervention in ASD.

Credits: 2

### **SPED 7104 – Intervention and Strategies for Students with ASD**

This course examines how to organize and structure learning environments and integrate various evidence based strategies/interventions to support learners on the autism spectrum. This is a required course for both the ASD license and ASD certificate and is intended to be completed near the end of your ASD licensure/certificate.

Credits: 4

### **SPED 7105 – Collaborative Transition Programming to Support Individuals with ASD Across Ages**

The intent of this course is to develop an understanding of the impact an autism spectrum disorder has throughout an individual's educational, employment, and independent living environments. Emphasis will be on the characteristics, issues, and essential elements for effective transition involved in the education and support of adolescents and young adults across the spectrum.

Participants will learn effective strategies based on current research they can use to teach individuals with ASD how to manage, cope, contribute, and succeed in educational, home, employment, and community environments. Collaboration among multidisciplinary team members involved in the assessment of academic, functional, social communication, employment, and independent living abilities will be a major focus of this course. A variety of educational

approaches will be explored. Participants will integrate, apply, and evaluate strategies learned and have the opportunity to share and reflect on the results with their classmates.

The overall goal of this course is to teach educators and other team members how to prepare self-determined individuals able to advocate their wishes, goals, needs, and accommodations. Curricular options will be carefully considered to provide opportunities related to an individual's interests, strengths, instructional level, self-understanding, self-regulation, and self-determination.

This is a requirement for the ASD license and an elective course for the ASD certificate. It is intended to be completed near the end of the ASD license/certificate.

Credits: 2

### **SPED 7106 – Social Cognition**

Recognizing differences in learning and perception is essential to teaching individuals on the autism spectrum. Individuals with ASD have unique social cognitive processing styles and needs that impact their participation in school and the community. In addition, they face unique challenges with executive functions such as organization, planning/prioritizing, and social self-monitoring. In this course, participants will gain advanced knowledge of social cognitive and executive function differences for individuals with ASD, learn about formal and informal assessment tools, and learn how to design and implement instructional programs that promote social participation and interpersonal interactions. The strategies explored in the course specifically target promoting skills in: social understanding, self-monitoring/self-advocacy, problem solving, cognitive flexibility, and effective organization, planning, and time management skills.

Course assignments and resources access information from a variety of sources such as peer reviewed journal publications, text selections, web-based resources, direct student-application opportunities, and small group interaction to engage in relevant professional development and reflection, to increase knowledge and skill as a special educator, and inform your instructional practices with students and families. This course is a

required course for the ASD licensure and an elective course for those seeking the ASD certificate.

Credits: 2

### **SPED 7201 – Transition and Professional Planning**

This course is designed to give participants an overview of special education in meeting the needs of students with mild-moderate disabilities across a wide range of classification areas. Participants will be provided with initial learning on the history of services for students with disabilities, IDEA and its impact, pre-referral interventions, assessment, IEP guidelines and LRE considerations, school wide behavioral support interventions, teaching interventions to support students in both general and special education classrooms, collaboration and transition techniques to be used with professionals and families, and an array of publications and resources that support knowledge and application in teaching students with disabilities.

Credits: 2

### **SPED 7202 – Social Communication and Positive Behavior Supports**

This course will build a deeper understanding of students with mild to moderate Autism Spectrum Disorders and related/co-occurring conditions. Participants will learn about assessment (from screening to evaluation to service), functional behavioral assessment, implementation of evidence based strategies, social cognition, self regulation and designing a safe and productive environment for learners. There will be multiple opportunities for applying the information through the use of observational experiences and shared case studies. In building a strong base of knowledge of the disability, students will be able to provide quality intervention to a range of individuals who learn and behave differently.

Credits: 2

### **SPED 7204 – Academic and Instructional Strategies for Learners with Mild to Moderate Disabilities**

This course is designed to provide an in-depth understanding of students with learning disabilities and other health disabilities, specifically those with ADHD.

The history, legal aspects, assessment, eligibility, individual education plans, remediation and interventions for students with academic and attention difficulties will be explored. Students will gain an understanding of the impact of information processing deficits on children and youth in relation to learning along with techniques for collecting and interpreting academic progress monitoring data and the use of assistive technology devices.

Credits: 2

### **SPED 7205 – Behavior Intervention and Mental Health**

Students will be introduced to theory, issues and practices applicable to the education of students with EBD. Students completing the course will have a working knowledge of assessment, trends, and best practice approaches for students with EBD. Students will be able to define EBD according to local, state, and Federal (IDEA) definitions, have an understanding of the factors affecting students and the outcomes for children and youth with EBD. Students will be able to identify "best practices" for academic and behavioral approaches with children with EBD. Students will complete a review of an assessment and complete a functional behavioral assessment. Students will discuss current issues facing students and families, collaborating with outside agencies, supporting families, and collaborating with other educators and school staff.

Credits: 2

### **SPED 7930 – Special Education Evaluation and Assessment**

This course is designed to provide students with the basic statistical, theoretical, ethical, and practical foundations of special education evaluation and assessment. Students will be introduced to the processes, methods, tools common to their district and assigned schools. Students will focus on the application, scoring and interpretation of evaluations as well as the documentation, communication and team process involved with them. The class will also introduce the rigor of standardized administration procedures. They will be observing and participating in special education

decision-making and program planning for students with special education needs. Special consideration will be paid to the nuances and implications of evaluation and assessment with respect for students and families from culturally or linguistically diverse backgrounds.

Credits: 4

### **SPED 7940 – Special Education Legal Requirements and Ethical Considerations**

This course details the Federal and State laws, and corresponding policies and procedures governing the education of persons with disabilities. Legal, historical, and philosophical foundations and current issues of the special education system will be addressed.

Specifically, ethical issues of accurate identification, over-identification of students with cultural or linguistic differences, early intervention, using evidence-based interventions, and documentation of due process rights will be taught and assessed.

Credits: 4

### **SPED 7950 – Special Education Foundations, Family and Professional Collaboration**

The course focuses on developing and implementing professional partnerships within special and general education settings. Students will focus on the underlying theories and practical skills for collaborating effectively with students, families, teachers, related service providers, paraprofessionals, and others critical to the special education process. The goal of these collaborative efforts is to improve student outcomes by building on the strengths, perspectives, and needs of others in planning and implementing individualized education programs as a team. Students will practice working with people of different cultural and linguistic backgrounds, and professional perspectives throughout the course.

Credits: 4

### **THTR 1010 – Production Experience (Category I)**

Goals: To engage the student in a range of production activities to develop communication abilities and technical skills required in the performing arts.

Content: Stage management, board operation, and running crew for a mainstage show.

Credits: 0.5

### **THTR 1120 – Introduction to Theatre**

Goals: To introduce students to the art of theatre production. To gain an understanding of both the facets of theatre production as well as theatre's role in society and community. To develop critical skills in analysis of dramatic text and performance review.

Content: Exploration of dramatic aesthetics and theory applicable to theatre. An overview of theatre arts which includes historical and socio-political survey of audience relationships to theatre and theatre-making.

This course is intended for the general student and required of all majors and minors.

Taught: Each semester

Credits: 4

### **THTR 1130 – Dance I**

Goals: To demonstrate an understanding of basic modern and jazz dance techniques through proper warm-up, the performance of across-the-floor combinations, a sensibility to music and/or rhythmic structures, and proper use and alignment of the body in terms of mechanical functioning. To acquire an awareness of movement relative to the use of space, time, and weight. To participate in structured improvisation as a vehicle for individual movement expression. To develop an understanding and awareness of modern and jazz dance as a performance art. To acquire an understanding of dance relative to its historical, social, and cultural contexts.

Content: An introduction to modern and jazz dance technique. Performance of fundamental elements which comprise warm-ups, center floor sequences and combinations, and across-the-floor combinations. Basic elements of dance composition and improvisation.

Taught: Each semester.

Credits: 4



### **THTR 1140 – Creating Through Movement**

Goals: To explore creativity through a hybrid of dance and physical theater. The course will develop students' technical skills, strength, flexibility, endurance and coordination using dance technique to explore rhythm and movement phrasing as well as introduce different techniques to increase kinesthetic awareness such as Yoga, improvisation and Laban Movement Analysis (LMA).

Content: The course is designed to create an atmosphere that encourages students to become aware of feelings and images which shape the creative process. Students will explore the process of collective and personal creation and develop skills to create performance pieces that communicate ideas and expresses oneself.

Taught: Annually

Prerequisite: None – open to any student who is interested in exploring ideas through movement.

Credits: 4

### **THTR 1150 – Yoga**

Goals: To improve body mechanics; develop mental focus and control; reinforce positive body image and language; and introduce yoga philosophy and experiential anatomy.

Content: Work with structural alignment, flexibility and strength technique to improve body mechanics and injury prevention through yoga poses; examination of how yoga philosophy relates to day-to-day living through written material and written reflections.

Taught: Alternate years.

Credits: 4

### **THTR 1180 – Introduction to Film Studies**

Goals: This introductory course invites students to develop a comprehensive vocabulary and set of methodologies for the critical analysis of narrative film.

Content: Landmark films and theoretical paradigms will be discussed along with significant trends in technology, production and reception.

Taught: Fall term

Credits: 4

### **THTR 1235 – Acting I**

Goals: To build on prior training and acting experience. To establish a shared performance vocabulary employed in further acting courses as well as in department production work.

Content: The first class in the performance training sequence in the theatre major/minor. With focused work, geared towards students with prior acting training, experience, and/or interest, students engage in various acting methodologies. Students will engage in textual analysis in partnered or group scene work, audition preparation, and/or group exercises. Intended for majors, minors, and those with specific interest and/or experience in acting.

Taught: Spring term

Credits: 4

### **THTR 1420 – Technical Theatre**

Goals: To introduce the theories and practical skills of technical production in theatre. To develop a basis for further work in theatrical design and to qualify the student for theatrical production work.

Content: Materials, methods, and planning skills used in scenery, lighting, costumes, and properties. Projects in basic drafting, computer-aided design, construction, electricity, and electronics.

Taught: Annually.

Credits: 4

### **THTR 3010 – Production Experience (Category II)**

Goals: To engage the student in a range of production activities to develop communication abilities and technical skills required in the performing arts.

Content: Directing, designing, and performing in a mainstage show.

Credits: 0.5

### **THTR 3120 – Analyzing the Dramatic Text**

Goals: To develop a strong foundation in script analysis with an emphasis on practical application through

assignments geared to exercise the student's ability to engage the dramatic text from a performance, a design, and a historiographic perspective.

Content: Seven plays covering major historical periods and genres—including a focus on a variety of dramaturgical approaches—will be analyzed through close reading and experiential activities.

Taught: Annually.

Credits: 4

### **THTR 3150 – Topics in Theatre History**

Goals: To study the broad and diverse history and literature of the theatre through special topics determined by genre, theme, and historical significance.

Content: Topics may include Musical Theatre History, Theatre and Military Combat: From the Greco-Persian Wars to Current Conflicts in Afghanistan and the Middle East, Queer Identities on Stage: Then and Now, Experimental Visions: Off-Broadway and Off-Off-Broadway, etc.

Prerequisite: None; however, THTR 1120 is recommended

Note: Students may register for this course more than once for different topics.

Credits: 4

### **THTR 3160 – The Modern Stage: 1870 to the Present**

Goals: To become familiar with the broad and diverse history and literature of the theatre over the last 150 years; the practical theories of acting, design and directing; the latest research in dramatic criticism; and the ways in which the study of theatre encourages cross-disciplinary thinking.

Content: Representative texts from 1870 to the contemporary moment with special focus on women, people of color, and LGBTQ theatre artists.

Taught: Spring term

Prerequisite: None, though THTR 1120 is recommended

Credits: 4

### **THTR 3180 – Topics in Film Studies**

Goals: To explore in some depth a specific film genre.

Content: Landmark genres and theoretical writings will be discussed along with significant trends in technology, production, and reception.

Taught: Alternate years

Prerequisite: None, though THTR 1180 is highly recommended

Note: Students may register for this course more than once for different topics.

Credits: 4

### **THTR 3210 – Movement for Actors**

Goals: To improve physical communication through gesture, body language, and movement. Students will also develop critical analysis skills.

Content: Physical training in different somatic modalities including Feldenkrais, Laban Movement Analysis, dance, and yoga, which will explore the unique relationship between physical movement and text.

Taught: Periodically

Prerequisite: THTR 1235

Credits: 4

### **THTR 3230 – Acting II**

Goals: Building on Acting I, this course is designed to further deepen understanding and mastery of the techniques of acting and to help prepare students for working in the field.

Content: Intermediate level acting training focused on script analysis and application in engaged scene study. Students will perform in a variety of scenes, from a variety of performance genres and time periods.

Taught: Annually

Prerequisites: THTR 1235 and THTR 3210

Credits: 4

### **THTR 3440 – Scene and Lighting Design**

Goals: To develop an awareness of the principles and techniques of the scene and lighting designer's art. To qualify the student with appropriate skills for work as a beginning designer.

Content: Script analysis, concept development, visual research, and the use of design elements in the service

of coherent and unified production. An exploration of the variety of design styles and the development of rendering, drafting (construction and light plot), collage, and model making skills.

Taught: Alternate years

Prerequisite: THTR 1420 (grade of C- or better) or instructor permission

Credits: 4

### **THTR 3800 – Dance Ensemble**

Goal: To provide performance experience in contemporary concert dance. To learn modern and jazz technique and repertoire work from professional choreographers in the Twin Cities area and explore the choreographic process. Students will perform two concerts during the academic year.

Content: Intermediate and advanced modern and jazz technique will be taught which will be comprised of warm ups; strength training; yoga; center floor sequences; across floor combinations; and partnering techniques. Emphasis will be placed on rehearsals for development of professional and student dance works.

Taught: Annually. This is a two credit class that may be repeated.

Prerequisite: Fall audition.

Credits: 2

### **THTR 5160 – Special Topics in Theatre Studies**

Goals: The critical study of a specific historical movement, theatre company, and/or theatre artist.

Content: Intensive analysis of texts (both written, performance, and historical texts) in their cultural context. Topics will vary.

Taught: Alternate years.

Prerequisite: Junior or senior standing, or permission of the instructor.

Credits: 4

### **THTR 5400 – Managing the Performing Arts**

Goals: To introduce the student to the economic and administrative issues that confront a performing arts organization. To explore the methods, materials, and

policies used by successful managers in preserving their organizations.

Content: Units of study on organizational development, staffing procedures, fundraising systems, accounting methods, publicity techniques, and audience development.

Taught: Alternate years.

Prerequisites: Junior or senior standing.

Credits: 4

### **THTR 5520 – Stage Direction**

Goals: To train the student in the essential principles of directing through play analysis, practical exercises, and scene staging.

Content: Emphasis on practical application through the staging of selected scenes from the modern theatre and exercises in composition, interpretation, and movement. Serious and comic texts, staging for traditional and open-stage forms, and working with script, actors, and designers.

Taught: Annually.

Prerequisites: Junior standing, THTR 1230, THTR 1420, THTR 3120, and consent of instructor.

Note: This course is restricted to major students. Enrollment is limited.

Credits: 4

### **THTR 5910 – Senior Theatre Project and Seminar**

Goals: To provide senior theatre majors with the opportunity to demonstrate their professional abilities through the creation of a substantial research or production project and to prepare students for the transition to careers and/or graduate school.

Content: This seminar course focuses on the development of the performing arts professional. Topics include issues in ethics, union and professional association membership, career planning strategies, graduate schools and advanced training opportunities, parallel industry careers, and analyzing growth and change in the performing arts. Parallel to these seminars participants will also be developing their senior project. Techniques for the written and visual

documentation of a performance will be examined as well as individual meetings with the project advisor.

Taught: Annually.

Prerequisites: This is a two semester, two credits per semester course sequence. Seniors must complete both semesters. Only theatre arts majors are eligible to enroll for the senior project seminar. An approved project is required prior to enrolling. Approval of department chair is required.

Credits: 2 credits fall; 2 credits spring

### **TSEM 3010 – Transfer Seminar**

Goals: To help transfer students develop the research skills they will need for advanced undergraduate work; to help transfer students further orient to Hamline's academic resources and to the Hamline community.

Content: In this course students will develop a research proposal in their discipline while exploring relevant academic resources, articulating their academic goals, and participating in the scholarly life of the community.

Credits: 4

### **WRIT 1500 – Introduction to Creative Writing**

Goals: This course is open to all students interested in creative writing. Students are introduced to the practice of writing and reading as creative writers in three genres: poetry, fiction, and creative nonfiction. They also begin to develop a writing practice.

Content: Students engage critically and creatively with assigned texts as writers and readers, participate in class discussions, and begin to develop a writing practice. The course combines lecture, discussion, readings in and across genres, writing exercises, and other assignments.

Taught: Fall and Spring

Prerequisite: FYW 1120 or its equivalent

Credits: 4

### **WRIT 3110 – Forms and Elements of the Craft: Poetry**

Goals: In this course students explore the fundamental elements of the craft of poetry used by published writers of poetry, including image, metaphor, simile, rhythm, rhyme, voice, tone, and the syntactical

structures of the line, the sentence, and the stanza. They also explore the various forms in poetry used by published poets, including free verse and received forms such as the sonnet, the sestina, the villanelle, etc. They apply insights concerning these elements and forms to their own work and the work of their peers. They also revise original work that has benefited from instructor and/or workshop feedback.

Content: Attention is paid to the ways in which poets integrate these elements into the form of the poem. The course combines lecture, discussion, reading, writing exercises and experiments, and other assignments.

Taught: Annually

Prerequisites: FYW 1120 or its equivalent and WRIT 1500. WRIT 1500 may be taken simultaneously with WRIT 3110.

Credits: 4

### **WRIT 3120 – Forms and Elements of the Craft: Fiction**

Goals: In this course students explore the fundamental elements of the craft of fiction used by published writers of fiction—including characterization, plot, POV, voice, setting, dialogue, structure, detail, theme, tension, and conflict—and apply insights concerning these elements to their own work and the work of their peers. They also revise original work that has benefited from instructor and/or workshop feedback.

Content: Students build skills through writing exercises and the study of contemporary and classic fiction. The course combines lecture, discussion, reading, writing exercises and experiments, and other assignments.

Taught: Annually

Prerequisites: FYW 1120 or its equivalent and WRIT 1500. WRIT 1500 may be taken simultaneously with WRIT 3120.

Credits: 4

### **WRIT 3130 – Forms and Elements of the Craft: Creative Nonfiction**

Goals: In this course students explore the various forms of creative nonfiction used by published writers of creative nonfiction, including memoir, lyric essay, personal essay, literary journalism, experimental/hybrid, and the nonfiction short. They also explore the fundamental elements of the craft of creative

nonfiction used by published writers of CNF, including the essayistic question, voice, structure, scene, reflection, and subtext. They apply insights concerning these elements and forms to their own work and the work of their peers. They also revise original work that has benefited from instructor and/or workshop feedback.

Content: Students build skills through writing exercises and assignments and the study of contemporary and classic creative nonfiction. The course combines lecture, discussion, reading, writing exercises and experiments, and other assignments.

Taught: Annually

Prerequisites: FYW 1120 or its equivalent and WRIT 1500. WRIT 1500 may be taken simultaneously with WRIT 3130.

Credits: 4

### **WRIT 3140 – Forms and Elements of the Craft: Digital Storytelling**

Goals: In this course students will explore various forms of digital storytelling that combine established practices of literary arts with digital media tools of video and audio production. Students will study short form video and audio works of fiction, nonfiction, and poetry as they seek to discover new and emerging genres. They will also explore fundamental elements of the craft of digital storytelling including screenwriting, cinematography, editing, sound design, and research. Students will apply insights concerning these forms and elements to their own work and the work of their peers. They will also revise original work that has benefited from instructor and/or workshop feedback.

Content: Students build skills through creative and technical exercises and the study of contemporary works of digital storytelling. Students will also study precursors to digital storytelling such as cinema, radio, the graphic novel, and more. The course combines lecture, discussion, readings, screenings, creative exercises and experiments, and other assignments.

Prerequisite: DMA 1100 or WRIT 1500 with a grade of C- or higher.

Credits: 4

### **WRIT 3320 – Fantasy Writing**

Goals: in this course students explore and practice the fictional elements that allow readers to suspend their disbelief and enter a truly immersive fantasy. They learn how to create convincing characters and worlds, consider how structure affects narrative, and practice controlling the reader's experience through point of view, description, and language.

Content: Students read contemporary short stories in the field and build skills by writing short stories in different subgenres of fantasy, culminating in the revision of one of these stories.

Prerequisite: WRIT 1500

Credits: 4

### **WRIT 3400 – Writing for Kids and Teens**

Goals: In this course students explore and practice writing for children and young adults. They study different genres—picture book, middle-grade and YA fiction, poetry, and nonfiction—mining the texts for lessons on craft which they apply to their own writing.

Content: Students read select texts across the genres and experiment by writing in these genres. They write and revise a final project integrating revision feedback.

Prerequisite: WRIT 1500

Credits: 4

### **WRIT 3450 – Runestone: Introduction to Literary Publishing**

Goals: In this dynamic, hands-on class, students are immersed in the operations of putting together and promoting an issue of a national undergraduate literary magazine.

Content: Students read, analyze, discuss, and select submissions for the next issue of Runestone, Hamline's award-winning online national undergraduate literary magazine. In addition, they study the history of the mission-driven independent literary journal and its cultural role of discovering new voices; study journals publishing today and craft essays that illuminate the contemporary conversation about their genre; complete short writing exercises; and revise and prepare one manuscript to send to another national

undergraduate review. They also explore different ways of promoting the magazine: tweeting, blogging, posting.

Taught: Once per year

Prerequisite: One Forms & Elements course (WRIT 3110, 3120, or 3130) with a grade of C- or better, or concurrent registration

Credits: 4

### **WRIT 3540 - Creative Writing Workshop**

Goals: In this course students continue to explore and practice the fundamental forms and elements of the genres: poetry, fiction, CNF, hybrid forms, or a mix of all three genres. Students also study the connecting threads and overlaps between and among genres and may experiment with cross-genre and/or hybrid work. They write and revise original work and provide craft-based written and oral feedback on the works of their peers.

Content: Students build skills through writing and revision of their own genre of choice and of other genres through giving, receiving, and acting on craft-based written and oral feedback. The course combines writing, reading student work and some outside work, occasional exercises and experiments, and craft-driven workshop discussion.

Taught: Annually

Prerequisites: WRIT 1500 and WRIT 3110, 3120, or 3130. WRIT 3110, 3120, and 3130 may be taken simultaneously with WRIT 3540.

Credits: 4

### **WRIT 5960 - Senior Seminar in Creative Writing**

Goals: In this multi-genre class students will expand their knowledge of themselves as writers, of the craft and process of writing, of the role and value of research in creative writing, and of ways of effectively integrating research into the text.

Content: Students read and discuss literary texts that incorporate research done by the authors. They conduct research on subjects of their choice and integrate that research into their own creative text(s), which includes the writing and revising of a final project in their chosen genre. They select a research-based

text and present lessons learned from that text to the class. The course combines discussion, reading and writing assignments, student presentations, and practice.

Taught: Annually

Prerequisites: WRIT 3110 or WRIT 3120 or WRIT 3130 and two workshops (WRIT 3510, 3520, 3530, 3540); Creative Writing major in junior or senior year.

Credits: 4