



2011

Orientation Information

Orientation and First-Year Programs

Registration Guide

Center for Academic Services

For First-Year Students



**HAMLIN
UNIVERSITY**

Orientation Informa

Orientation and First-Year Programs



Dear New Pipers,

Congratulations on making a great choice in attending Hamline University! I am confident that throughout the next four years you will be enlightened, intrigued, and challenged as you embark on a journey that will include many life-changing moments.

We in the Office of Orientation and First Year Programs are here to support your transition from high school to Hamline. We offer a variety of programs to you and your families. The first is our summer orientation and registration program, Piper Preview. This is your first of two mandatory orientation programs. At Piper Preview, you will meet the New Student Mentors, faculty, and staff members who will help you and your families take the first step in your Hamline career. New Student Mentors are current student leaders who have been trained to answer your questions, guide you throughout your first year, and serve as a mentor and friend during the challenging times.

In collaboration with the Center for Academic Services, we will support you as you register for academic courses. At the conclusion of your Piper Preview experience, you will leave having met new friends, faculty and staff members, and current students. You will obtain your fall class schedule, better understand academic expectations at Hamline, and be ready to begin the necessary conversations with your parents and family.

Thanks for making the right choice to come to Hamline. You're a Piper now!

Best,

Jayne K. Sommers

Director of Orientation and First Year Programs

PIPER
Preview

tion

Piper Preview is the first of two mandatory orientation programs for first year students. This program will allow you the opportunity to meet with faculty and staff members, set expectations for your academic career at Hamline, and meet the New Student Mentors and other new Pipers. Piper Preview is a two-day program that will run from 1 p.m. on day one to 12 p.m. on day two. You will leave Piper Preview with an understanding of what is expected of you academically as new students, with your fall class schedule in hand, and with many new friends.

Your parents/guardians are also encouraged to attend Piper Preview. During the two-day program your parents/guardians will have the opportunity to meet with faculty and staff members to ask their questions about your transition to Hamline.

Student Expectations at Piper Preview

We require your attendance at Piper Preview for a variety of reasons. Most importantly, your attendance ensures that you receive the information necessary to your success as a Hamline student.

During Piper Preview, we expect you to:

- Attend and actively participate in all Piper Preview events and activities. You will get as much out of Piper Preview as you put into it, so it's important to participate and engage in the program's activities.
- Act as responsible adults. You will be staying in the residence halls overnight for Piper Preview. Just as in college, there is no curfew at Piper Preview. We trust that you will be in your assigned room at a responsible hour and that you will be awake and ready to register for classes on day two. The New Student Mentors will be living on the floors with you during the program. They will serve as a resource and mentor for you during your time at Piper Preview.
- Register for classes with the assistance of faculty members and the Center for Academic Services staff only. We know that your parents/guardians and friends care about the classes you will take. However, we want you to make these decisions on your own with the professional guidance and help of faculty and staff advisors who know the Hamline curriculum.
- Follow all Piper Preview rules and regulations, including rules prohibiting alcohol and drug use. If you fail to follow these rules, you may be dismissed from the program.

Piper Preview dates

Piper Preview I: June 17–18 (Friday–Saturday)

Piper Preview II: June 27–28 (Monday–Tuesday)

Piper Preview III: July 14–15 (Thursday–Friday)

Piper Preview IV: July 26–27 (Tuesday–Wednesday)

Piper Preview V: July 29–30 (Friday–Saturday)

Sign up for a Piper Preview session

Visit www.hamline.edu/firstyear to sign up. The deadline for June sessions is Friday, June 10. The deadline for July sessions is Friday, July 8.

Piper Preview sessions are available on a first-come, first-served basis, so sign up early to reserve your preferred date. We discourage you from changing the dates once you have signed up, so please verify that the dates you choose are free and clear of other commitments. If you have questions about Piper Preview, contact the office of Admission at admission@hamline.edu, 651-523-2207 or 800-753-9753.

Note: If you hope to enroll in a writing-intensive first-year seminar (see pages 12-13) be sure to attend the first or second Piper Preview sessions.

Please read this entire book as it will prepare you for Piper Preview and your course registration. We look forward to seeing you on campus this summer!

Registration Guide

Center for Academic Services



Greetings Class of 2015!

Welcome to Hamline, and congratulations on making an excellent choice! Hamline's strong reputation of putting students first is well-deserved; we look forward to demonstrating our commitment to you as we assist you throughout your educational journey.

The Center for Academic Services (CAS) advisors look forward to guiding you through your first college registration experience. We have designed the enclosed registration materials to ensure your experience is as stress-free as possible. We encourage you to thoroughly review all materials in this packet and complete all worksheets **before** coming to Piper Preview so you arrive prepared, informed, and ready to enroll in the courses that best suit your educational needs. The CAS advisors, along with Hamline faculty advisors, will be right there with you at the Piper Preview registration session to answer your questions so you can leave with your finalized fall schedule. Additionally, the CAS advisors will follow up with you after the session if we have any concerns to address before classes begin. Be sure to watch for—and respond quickly to—any communication from us in case of potential schedule revisions.

Again, we are here for you as you navigate your first college registration experience, and we look forward to supporting you throughout your academic career at Hamline!

Best,

Katie Adams

Director of the Center for Academic Services

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Shaping Your Education

Because the ability to think independently is the cornerstone of a Hamline education, we want you to begin your Hamline career by examining your interests and aptitudes thoughtfully and, based on that information, select courses for your first term. Doing so is a personal process—only you can decide where you really want to go, both in your education and in your life.

In high school, your class schedule may have been largely determined for you. Now that you are entering college, you assume primary responsibility for shaping your education. The Hamline Plan graduation requirements provide a framework for your course choices. Within that structure, you have the freedom and the responsibility to design a personalized curriculum that will help you become a liberally-educated person.

Throughout your years at Hamline, you will have a faculty advisor. Your first advisor is your first-year seminar professor. The initial meeting with your advisor will take place during Piper Passages: New Student Orientation. Thereafter, you will meet when you are planning for upcoming semesters and whenever you have questions or concerns about your studies. Your faculty advisor will be your primary resource for advice on courses, majors, curriculum requirements, and other academic matters.

When you declare your major (usually during the sophomore year), you will choose a new advisor who teaches in your major department.

You may have more than one advisor if you have multiple majors or are involved in pre-professional programs such as education or pre-medical studies. Now is the time for you to begin thinking about possible majors and directions for your life. Your advisor will provide information and make suggestions to help you achieve your goals. Remember, though, that you are ultimately responsible for your education.

In order to choose your courses wisely, you need time to consider your academic and personal goals. This introspective process requires time and careful attention to detail. We are sending you these step-by-step instructions so that you can take the time to make thoughtful course selections. As you review this booklet and select classes for your first semester at Hamline, you will be asked to pause and reflect on your interests and abilities. When you are finished, keep this booklet. You will find your answers helpful when you meet with your advisor and select courses in the years to come.

Registration Instructions

I Before You Begin

In order to register, you will need:

1. This booklet
2. The registration form
3. The weekly timetable/advising worksheet enclosed in your registration packet
4. Internet access to the following websites:
www.hamline.edu/classchedules and bulletin.hamline.edu

Before going further, please take time now to read the Academic Standards and Policies section of the Hamline *Undergraduate Bulletin*. You may view the *Undergraduate Bulletin* online at bulletin.hamline.edu. Select “Academic Standards and Policies.” As you read the *Undergraduate Bulletin*, pay close attention to the following key points:

Credit Load

As a full-time student, you may take between 12 and 20 credits during your first semester. We strongly recommend that new students take four 4-credit classes (16 credits) during their first semester. If you anticipate having an exceedingly difficult fall term, you may prefer to take a lighter course load. Keep in mind that while 12 credits is the minimum for full-time status, you must complete 30 credits during the academic year to be fully eligible for some types of financial aid. Also, if you take 12 credits during the fall you will need to take a winter-term class to be on track for four-year graduation. First-year students rarely enroll for 20 credits during the first term. If you would like to do so, please call the Center for Academic Services at 651-523-2912 to discuss your preparation for such a difficult course load.

Credit Value of Each Course

Most courses offered at Hamline are worth 4 credits, unless noted otherwise on the course list. If you wish to take courses that are worth fewer than 4 credits in addition to your regular load of three or four courses, you may do so; however, you may not exceed 20 credits for any fall or spring term.

Progress Towards Graduation

A total of 128 residency credits are required for graduation (see “Residency Policy” in the current Hamline *Undergraduate Bulletin*). To graduate in four years, you must complete 32 credits per year. Students can distribute these credits across fall, winter, and spring terms (e.g., 16 fall, 4 winter, 12 spring; 16 fall, 0 winter, 16 spring, etc.). You may count up to 34 credits per year toward the residency requirement. Any credits in addition to the 34 annual residency credits count toward majors, minors, and Hamline Plan requirements, but do not count toward the 128 residency credits required for graduation.

II Step By Step Course Selection

1—Choose a First-Year Seminar

You must take a first-year seminar (FYSem) this fall, and because it is required, you may not withdraw from this course. The FYSem is designed specifically to introduce you to college academic skills—close reading of texts, critical thinking, interdisciplinary exploration, and class discussion. Hamline first-year students typically report that their FYSem is one of their favorite classes.

Some FYSem are writing intensive and teach the formal skills of college writing. Writing-intensive FYSem are not appropriate for everyone. They are designed for strong academic writers who may have already earned college credit for a writing course.

To help decide whether a writing-intensive FYSem is a good choice for you, read the following two writer profiles and place a check mark in front of the profile which best describes you.

Profile of Writer One

I am a motivated academic writer. When I write research papers, I normally take time to plan, prepare multiple drafts, revise, and edit for correctness and clarity. As I write, I seek responses to my writing from others and make use of their responses in my revision process. Although I sometimes make mistakes, I am basically confident about the rules of punctuation—commas, apostrophes, and so forth. I have written papers of varied lengths, with at least one paper that was eight or more typed pages in length. I have used sources accurately to support my own critical argument or position. I usually do not have problems writing papers that satisfy an assignment, my instructor, and myself.

Profile of Writer Two

I am a motivated writer when an assignment appeals to me. I usually draft and edit (at the same time) and then turn in my paper. Sometimes, others read my drafts, and their responses are interesting; however, using their responses would mean starting over, which is more rewriting than I am comfortable doing. I am often unsure about the rules of punctuation—commas, apostrophes, and so forth. Most of my papers are three to five typed pages in length. I have little or no experience using outside sources for papers. I write papers that satisfy me but sometimes do not satisfy the assignment or the instructor.

Now, ask yourself a few questions about your reading and writing experiences. Answer “yes” or “no” to the following questions:

1. I read books and newspapers frequently for my own enjoyment.
 yes no
2. I use a computer for drafting, revising, and editing my writing.
 yes no
3. I consider myself a good reader and a strong writer.
 yes no

4. I have taken Advanced Placement (AP), International Baccalaureate (IB), College in the Schools, or other advanced classes in English and/or writing. yes no

If you said you were most like the writer in Profile One and you answered yes to two or more of the questions, then you should consider enrolling in a writing-intensive FYSem. If you take a writing-intensive FYSem, you will not register for English 1110. If you choose a writing-intensive FYSem, though, please note that it is possible to pass the FYSem and yet be required to take English 1110 in another semester if your writing needs further work to meet Hamline's first-year writing competencies.

If you said you were most like the writer in Profile Two and you answered yes to fewer than two questions, then you should enroll in a non-writing-intensive FYSem and English 1110.

Now, read all of the FYSem descriptions, starting on page 12 of this booklet. After reviewing the descriptions select your top five FYSem choices. Rank your top five choices in order of preference (#1 being your top choice). List each FYSem's title and section number here.

- 1.
- 2.
- 3.
- 4.
- 5.

2—Decide When You Will Take English 1110: Writing and Reading Texts

All first-year students must take English 1110 during their first year at Hamline, unless they are satisfying the first-year writing requirement in another way (e.g., a writing-intensive FYSem, Post Secondary Enrollment Options or College in the Schools transfer work). See page 9, section III, numbers 2 and 3, of this booklet if you have already taken a course equivalent to English 1110.

You may choose to take English 1110 in either the fall or spring semester. Pre-med students often find it easier to schedule English 1110 in the spring. If you do not take English 1110 this fall, then you must plan it as part of your course load for spring.

If you plan to take English 1110 this fall, refer to the class schedule (www.hamline.edu/classsschedules—be sure to sort by subject) to find a section of English 1110 that has openings and doesn't conflict with your top FYSem choices. List your three preferred sections here.

- 1.
- 2.
- 3.

3—Select Major and Elective Courses

Selecting courses should be a thoughtful process. We want you to take time to reflect on your academic goals, values, and abilities. Before reading about and choosing specific courses, take ten minutes to reflect on and answer the following questions.

An Opportunity to Reflect

When watching the news or conversing with friends, what issues interest you most? Why?

What subjects do you like to study? Why?

Do you like math or working with numbers? Why or why not?

In what subjects do you receive the highest grades? Why?

With which subjects do you struggle? Why?

Do you prefer to work on subjects with one definite answer, or subjects that could have multiple correct answers? Why?

What are your goals and expectations regarding your college education?

How will a degree from Hamline University help you accomplish your goals?

Now, use your answers to guide you toward appropriate courses. Take classes in areas you know you enjoy, but do not be afraid to stretch yourself and explore a subject you do not know much about. Courses for first-year students are listed in the section of this booklet titled “Exploring Liberal Education,” which begins on page 8. Unless you are pursuing a major that requires specific courses during the first year, you should take courses from a variety of disciplines. Look within the following areas:

- Fine Arts: Art, Art History, Creative Writing, Music, Theater Arts;
- Humanities: English, Modern Languages, Philosophy, Religion;
- Natural Sciences: Biochemistry, Biology, Chemistry, Mathematics, Physics; and
- Social Sciences: Anthropology, Communication Studies, Criminal Justice, Economics, Finance, History, Legal Studies, Management, Political Science, Psychology, Social Justice, Sociology.

Choose introductory courses in these areas from the list beginning on page 8, “Exploring Liberal Education,” keeping in mind major or career possibilities, goals you wish to explore, and Hamline graduation requirements. Not sure how to proceed?

- Review your answers to the questions on pages 4–5. Return to your answers if you are having trouble making decisions.
- Read the Hamline *Undergraduate Bulletin* descriptions of the courses that look promising. (hamline.bulletin.edu).
- Now, list eight to ten courses that you may want to take this fall. Include English 1110 if you plan to take it. Check the fall class schedule (www.hamline.edu/classsschedules) to verify that these courses are offered during fall semester and have openings.

Open Courses

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

If you wish to take a course that is not listed on pages 8–11, keep in mind that 1000-level courses are usually introductory and are appropriate for first-year students and sophomores. You may not take 3000-level courses unless you have completed all of the listed prerequisites. **Even if a course has no formal prerequisites, most 3000-level courses demand some prior college experience in that field.**

4—Design Your Schedule

You will need the blank weekly schedule (on the back of the advising worksheet included in your registration packet) for this step.

- If you are an athlete, be sure to check your training schedule with your coach.
- Re-check the fall class schedule (www.hamline.edu/classsschedules) to make sure the classes you listed in Step 3 are open. Erase any choices that are already full and fill in new options.
- Pencil in your top choices on the blank weekly schedule. You can find class times in the fall class schedule. Please note that some classes have more than one section available. If one section doesn't fit, another might. Choose an alternate section if your schedule permits.
- Do not forget to pencil in English 1110 (if you plan to take it fall semester) and your FYSem.
- Have you selected four open courses that have no time conflicts? Good! Move on to Step 5.

5—Complete the Registration Worksheet

You will need to refer to the fall class schedule (www.hamline.edu/classsschedules) to find course reference numbers (CRNs) and section numbers.

- First, list your top FYSem choice. Make note of alternate FYSem selections, in case your top choice is full.
- Next, list your top-ranked courses from Step 3. Make sure they have openings and all fit together in your time schedule.
- Next, list four alternate courses. If any of your top choices have filled by the time you register, select a different section of the same course. If this is not possible, select one of the alternate courses.
- Finally, list any courses, such as music lessons, ensembles, seminars, labs, etc., that are worth fewer than four credits.

III Special Concerns

1—Advanced Placement (AP) or International Baccalaureate (IB) Credit

Hamline will generally accept AP credit with scores of 4 or 5 and IB scores of 5 at the higher level. If you have taken AP or IB exams you must have your scores sent directly to Hamline in order for credit to be granted. To see how your courses will transfer to Hamline, see the AP/IB articulation guide at www.hamline.edu/highschoolcredits.

English Credit

Students who receive AP or IB English composition credit must still register for English 1110 or a writing-intensive FYSem. The AP or IB English credits count for credit toward your degree, but Hamline faculty members believe writing is an essential skill and thus require a first-year college-writing experience. The first-year writing requirement is fulfilled with either of the following two options:

- Take a writing-intensive FYSem. If your writing skills are already quite strong, this course will help you to refine them.
- Take English 1110, Writing and Reading Texts. Students who would like the opportunity to strengthen their critical thinking and writing skills should consider this option. This course also counts as a disciplinary breadth course in the Humanities (“H”).

Math Credit

Students who receive AP or IB Mathematics credit have the following options:

- Take Math 1170, Calculus I at Hamline. If you choose this option, you will not receive credit for AP Calculus.
- If you received a score of 4 or 5 on the Advanced Placement AB level exam, or a 5 on the International Baccalaureate exam, you will receive credit for Math 1170 and may register for Math 1180, Calculus II, if you wish.
- If you received a score of 4 or 5 on the Advanced Placement BC level exam, you will receive credit for Math 1180 and may register for Math 3320, Multivariable Calculus, if you wish.
- Be sure to take the math diagnostic at www.hamline.edu/mathdiagnostic.

Language Placement

If you are thinking of taking Spanish, French, or German, it is important you choose a class at the level that is right for you. Take the online placement test first at www.hamline.edu/languageplacement. The test is free and must be completed before you register for a language class. Please note that your score might recommend that you take a course for which you have already received credit. While you may repeat a course as a review, you will not receive credit twice for the same course. **You should take this exam before arriving on campus for Piper Preview.**

2—College In The Schools Credit

Hamline will accept a maximum of 16 credits from College in the Schools (CIS) or other similar programs. You must have your transcripts as well as course descriptions sent to Hamline for evaluation. Credit will be determined upon review of your course descriptions.

If you are granted credit for a CIS English composition course, this will satisfy your first-year writing requirement. However, you are encouraged to enroll in a writing-intensive FYSem to continue developing your college writing skills.

3—Post Secondary Enrollment Options (PSEO) and Other Transfer Credits

If you have taken college courses through a PSEO program, you must have your transcript sent to Hamline to be evaluated for transferability.

Do not register for Hamline courses that you will be transferring as a result of PSEO coursework. You will not receive credit for courses that are repeated. Although Hamline will accept up to 64 PSEO credits, you are still considered a first-year student and are required to register for a FYSem.

4—Associated Colleges of the Twin Cities (ACTC) Cross-registration

ACTC registration in your first semester is limited to language courses not offered at Hamline. Be advised ACTC cross-registration does not re-open until the first day of classes, making it difficult to register for a class in your first semester.

If you are interested in registering for a language class at an ACTC institution (Augsburg, Macalester, St. Catherine’s, or St. Thomas), you should visit the institution’s registrar’s homepage and locate the undergraduate class schedule (also accessible by visiting www.hamline.edu/actc, then following links for the ACTC website, then Cross Registration, then the individual school’s class schedule). You can usually see the current enrollment for any class. However, you are advised to email the instructor now, identify yourself as an incoming Hamline first-year student, and inquire about space in the course. Hopefully, the instructor will be able to provide you with a reasonable idea of whether there will be space in the class. If there is, you will then have to attend the first day of class at the host school and have the instructor sign an ACTC cross-registration form (this form is available at the Center for Academic Services (CAS) or at www.hamline.edu/registrar/forms). After you and your advisor sign the form, you then must submit it to Hamline’s Student Administrative Services (SAS) office.

Please see a CAS advisor for more information or to have any questions about this process answered.

Exploring Liberal Education

Recommended Introductory Courses for First-Year Students

During your first year, you should take introductory courses in different fields which interest you. While students are encouraged to declare a major by the end of their sophomore year, you may choose to do so earlier or later depending on your particular needs. Listed below are suggested introductory courses for your first year (some will be offered during winter or spring term). Some of these courses have prerequisites. Read the *Undergraduate Bulletin* description to see if you have the background for all courses in which you are interested. If you have a major in mind, read the *Undergraduate Bulletin* description of the major and its requirements. If you are considering majoring in art, biochemistry, biology, chemistry, or physics, or are interested in pre-medical or pre-engineering studies, the listed introductory courses for those areas are required during your first year in order to stay on track for a four-year graduation. For additional information on individual departments, visit their homepages at www.hamline.edu.

Undecided

Many students just entering college are undecided about which major to pursue. If you are undecided about a major and not certain which courses to take, review your answers to the questions on pages 4–5 for ideas. Take classes in areas which interest you. Exploring different fields is the best way for you to learn about yourself and your abilities. In addition, many introductory classes satisfy graduation requirements so your exploration will also help you begin satisfying your degree requirements.

Anthropology

- World Prehistory, ANTH 1100
- Introduction to Anthropology, ANTH 1160
- Ethnography: Text & Film, ANTH 1300

Art History

Students contemplating an art history major or minor should enroll in ARTH 1200 (fall) and ARTH 1210 (spring) during their first year at Hamline. Students interested in an art history major should also take ART 1130 or ART 1140 during their first year at Hamline.

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

Art, Studio

Students contemplating an art major should enroll in ARTH 1200, ARTH 1210, and ART 1130 in their first year at Hamline, as well as a beginning course in Painting, Printmaking, or Sculpture.

- Drawing, ART 1130
- Introductory studio course: Beginning Sculpture, ART 1510
- Beginning Painting, ART 1540
- Beginning Printmaking, ART 1800
(Prerequisites listed in the Hamline *Undergraduate Bulletin* for ART 1800 are not required for first-year students.)
- Western Traditions: Prehistory to the Middle Ages, ARTH 1200
- Western Traditions: Renaissance to Contemporary, ARTH 1210

Biochemistry & Chemistry

Students contemplating a biochemistry or chemistry major should enroll in CHEM 1130 and the appropriate math course in their first semester in order to complete the major in a timely manner. Those with questions about completing a biochemistry major should consult with a member of the biology or chemistry faculty before the fall term begins.

- General Chemistry, CHEM 1130 (fall) and General Chemistry, CHEM 1140 (spring)

Students who do not complete CHEM 1130 in the fall with a C- or better may not enroll in CHEM 1140 in the spring.

Students should select math courses according to math background (see Mathematics), and should enroll in them during their first semester.

Biology

Students contemplating a biology major should enroll in BIOL 1800 and CHEM 1130 in their first semester. Those in doubt should consult with a member of the biology faculty before the fall term begins.

- Principles of Ecology and Evolution, BIOL 1800 (fall)
- Principles of Plant and Animal Physiology, BIOL 1820 (spring)
- General Chemistry, CHEM 1130 (fall) and General Chemistry, CHEM 1140 (spring)

Students should select math courses according to math background (see Mathematics). Students may also take their math courses in the second year.

Business Major (School of Business)

The following courses are recommended for students contemplating a major in International Business, General Business, Finance, Management or Marketing. These courses are also appropriate for students interested in a flexible curriculum major in Accounting.

- Financial Accounting, ACCT 1310
- Microeconomics, ECON 1310
- Macroeconomics, ECON 1320
- Statistics, ECON 1330

Chemistry

See Biochemistry & Chemistry

Chinese

- CHIN 1110 (no prerequisite)
- CHIN 1120 (2 years high school Chinese)
- CHIN 3110 (3–4 years high school Chinese)

Communication Studies

- Introduction to Communication Studies, COMM 1100
- Introduction to Critical Media Studies, COMM 1320
- Argumentation and Advocacy, COMM 1650

Computer Science

- Introduction to Computer Science, CSCI 1250

Creative Writing

Students contemplating a creative writing major should take one of the English survey courses (i.e., ENG 1210, 1220, 1230, 1240, 1250, 1270) during their first year.

Criminal Justice

- Crime and Justice in America, CJFS 1120
- Ethics, PHIL 1140
- Social Problems, SOC 1120
- Introduction to Conflict Studies, CFST 1100

Also recommended:

- Introduction to Sociological Thinking, SOC 110
- General Psychology, PSY 1130

While the above two courses do not directly count toward the major, they are prerequisites to many sociology and psychology courses that do.

Students interested in becoming licensed peace officers in Minnesota should contact the Program Director during their first year to discuss required coursework and related matters.

East Asian Studies

- Introductory courses in an East Asian language
- Introductory courses in a core academic discipline, e.g., Anthropology, History, Management and Economics, Political Science
- Introductory courses focused on East Asia

Economics (School of Business)

- Financial Accounting, ACCT 1310
- Microeconomic Analysis, ECON 1310
- Macroeconomic Analysis, ECON 1320
- Statistics, MGMT 1310
- Precalculus/Calculus I-A (fall) and I-B (spring); Math 1161 & 1162
- Calculus I, Math 1170

Education Licensure

Students seeking licensure to teach need to complete the education co-major and a major in a liberal arts subject matter area. Students seeking an elementary license should enroll in EDU 3150 and EDU 3250 in spring term of their first year at Hamline. Students seeking a license to teach at the secondary level should enroll in EDU 3150 and EDU 3250 in the first term of their sophomore year.

English

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

Environmental studies

- Introduction to Environmental Studies, ESTD 1100

Though ESTD 1100, Introduction to Environmental Studies, is not offered this fall, many supporting courses in the major are offered. See Environmental Studies in the Hamline *Undergraduate Bulletin*.

Exercise & Sports Science

If you plan to major in Exercise & Sports Science, see ESS advisor, Dr. Marty Knight, or an advisor in the Center for Academic Services.

Finance

For recommended courses for a Finance major, please see the Business major listing on page 8.

French

- FREN 1110 (0–1 year high school French)
- FREN 1120 (2 years high school French)
- FREN 3210 (3–4 years high school French)
- FREN 3220 (4 strong years high school French)
- FREN 3420 or 3440 (5 strong years high school French)

Use the guidelines above and your placement test score (see page 7) for tentative scheduling. Changes may be made after classes begin with the permission of the instructor.

General Business

For recommended courses for a General Business major, please see the Business major listing on page 8.

German

- GER 1110 (fall) (0–1 year high school German)
- GER 1120 (spring) (2 years high school German)
- GER 3210 (fall) (3–4 years high school German)
- GER 3220 (spring) (5 strong years high school German)
- GER 3230 (fall) (5+ strong years high school German)

Use the guidelines above and your placement test score (see page 7) for tentative scheduling. Changes may be made after classes begin with the permission of the instructor.

Global Studies

- Language courses at appropriate levels
 - Introductory courses focused on a specific global region or culture
- Registration for GLOB 1910 requires sophomore standing.

History

- Introduction to World History, HIST 1100
- Introduction to European History, HIST 1200
- Introduction to U.S. History, HIST 1300
- Introduction to Latin American History, HIST 1400
- Introduction to Asian History, HIST 1500

International Business

For recommended courses for an International Business major, please see the Business major listing on page 8.

Latin American Studies

- Latin American Studies, LSTD 5000. This course is appropriate for first-year students with a strong interest in the topic.

Legal Studies & Paralegal Program

- Legal Systems in American Society, LGST 1110 (fall)
- Legal Research & Writing, LGST 1250 (spring)
- Mock Trial, LGST 1440

Students interested in law school should pick up a copy of the Hamline prelaw guide during Piper Passages: New Student Orientation. School of Law Early Admissions candidates should take LGST 1110 their first year and meet with the 3/3 program advisor as soon as possible.

For additional information imperative to success in the Legal Studies Department, please visit their website: www.hamline.edu/cla/acad/depts_programs/legal_studies.

Management

For recommended courses for a Management major, please see the Business major listing on page 8.

Marketing

For recommended courses for a Marketing major, please see the Business major listing on page 8.

Mathematics

A solid background in high school mathematics through precalculus or math analysis is adequate preparation for Calculus I, MATH 1170. Students may also take Introduction to Computer Science, CSCI 1250. Students who have already taken sufficient calculus in high school may choose to begin in Calculus II, MATH 1180 or Multivariable Calculus, MATH 3320. Sections of Calculus I and Calculus II are offered each semester.

If you have taken an AP Calculus course in high school and are confident of your abilities, you should take Math 1180, Calculus II. Contact a member of the mathematics department if you have any questions.

Students who wish to take calculus but who require additional preparation in pre-calculus should enroll in Pre-calculus with Calculus I-A (MATH 1161) followed by Pre-calculus with Calculus I-B (MATH 1162). In these two courses, pre-calculus topics are taught as they are needed for calculus topics.

Before registering for a mathematics course you are expected to take an on-line diagnostic test at www.hamline.edu/mathdiagnostic. This is not a placement exam, but will aid you and your advisor in selecting an appropriate math class, as well as providing us information for use in offering tutoring and other services.

The department also offers Fundamental Concepts of Mathematics, Math 1130, which satisfies the formal reasoning requirement. Students seeking elementary school teacher licensure must take Math 1130.

Common first year sequences:

- MATH 1161 (fall), MATH 1162 (spring)
- MATH 1170, MATH 1180
- MATH 1180, MATH 3550
- MATH 3320, MATH 3550

Modern Languages

- The Language Phenomenon, MODL 1010
- Language and Society, MODL 1020

Music

Students contemplating a music major or minor should take the online theory placement test found on the music department web page before enrolling in courses. The theory sequence begins in the spring; however, if preparation for Theory I is needed, any of the following fall term courses may be taken:

- Elements of Music, MUS 1020
- Rhythmic Solfege, MUS 1230
- Beginning Class Piano, MUS 1210

Students may register for Music History courses in any semester, as they carry no prerequisites and are non-sequential. Students wishing to continue their instrumental or vocal studies in college may register for ensembles and performance studies (private lessons). Auditions take place during Piper Passages: New Student Orientation, and any necessary adjustments to registration will be made at that time. See the Hamline *Undergraduate Bulletin* for full details or consult with a member of the music faculty.

Philosophy

- General Philosophy, PHIL 1120
- Logic, PHIL 1130
- Ethics, PHIL 1140

Physical Education and Health

- Fundamental Concepts, PHED 1400
- Lifetime Sports, PHED 1570
- Individual Activities, PHED 1540
- Rhythms, PHED 1550
- Team Sports, PHED 1650
- Personal and Community Health, HLTH 1170

Physics, Pre-Engineering

Students contemplating a physics major or pre-engineering studies should enroll in the appropriate math courses in their first semester. The general physics sequence does not start until the spring but the

first course has calculus as a **prerequisite**. Those in doubt should consult with a member of the physics faculty before the fall term begins.

- General Physics I: Kinematics and Fluids, PHYS 1230 (spring)
- Calculus I, MATH 1170 (fall) and Calculus II, MATH 1180 (spring) Students should select math courses according to math background (see Mathematics).

For our B.S. major you are encouraged to sign up for General Chemistry I, CHEM 1130, in the fall, and General Chemistry II, CHEM 1140, in the spring. Note that the first year recommendations for both physics and chemistry are the same.

Political Science

- American Government and Politics, PSCI 1110
- World Politics, PSCI 1430

Pre-Medicine (not a major)

Medical schools do not require or prefer that applicants pursue a particular undergraduate major, but they do require all applicants to have completed specific courses before applying. The required courses are:

- 2 semesters of biology with lab (a minimum of three semesters is strongly recommended)
- 2 semesters of general chemistry with lab
- 2 semesters of organic chemistry with lab
- 1 semester of biochemistry
- 2 semesters of general physics with lab
- 2 semesters of college math (Calculus I and Statistics, or Calculus I and Calculus II recommended, or the Pre-Calculus/Calculus I combined sequence: Math 1161/1162)
- 2 semesters of English writing
- some upper level social science and humanities courses are also recommended

A typical fall schedule for a pre-med student will include the following:

- General Chemistry I, CHEM 1130
- First-year Seminar
- A course for your intended major (for instance, Principles of Ecology and Evolution, BIOL 1800 for those planning to major in biology)
- An appropriate math course, a course required for your intended major, or an elective

It is critical that all pre-med students take CHEM 1130 in the fall semester in order to finish the pre-med curriculum in three years and apply to medical school during the senior year.

Whether you need to take math in your first semester depends on your intended major. If you are planning to major in chemistry, biochemistry, physics, or math, you will need more than two semesters of math and should begin the math sequence in the first year. All other majors have more flexibility with math and do not need to take math in the first semester.

Pre-med students who are not planning to major in biology should take BIOL 1820 in the spring of the first year, and BIOL 3050 (fall) and BIOL 3060 (spring) during the second year.

Psychology

- General Psychology, PSY 1330

Religion

- Introduction to Religion, REL 1100
- Survey of the Old Testament/Hebrew Bible, REL 1200
- The New Testament, REL 1220
- Introduction to Theology, REL 1300
- Christian Ethics, REL 1400
- Introduction to Judaism, REL 1500
- The World of Jesus, REL 1520
- Islam, REL 1560
- Religions of East Asia, REL 1620
- Religions of South Asia, REL 1630

Social Justice

Social Justice is an interdisciplinary major and minor, focused on analysis of social inequity and strategies for addressing injustice on a societal scale.

- Introduction to Issues in Social Justice, SOCJ 1100

Sociology

- Introduction to Sociological Thinking, SOC 1110
- Social Problems, SOC 1120

Students should not enroll in both SOC 1110 and SOC 1120 in the same semester.

Spanish

- SPAN 1110 (0–1 year high school Spanish)
- SPAN 1120 (2–3 years high school Spanish)
- SPAN 3210 (3–4 years high school Spanish)
- SPAN 3220 (4–5 strong years high school Spanish)
- SPAN 5900/5910 (5 strong years high school Spanish)

Use the guidelines above and your placement test score (see page 7) for tentative scheduling. Changes may be made after classes begin with the permission of the instructor.

Theatre Arts

- Introduction to Theatre Arts: Stage and Screen, THTR 1120
- Dance I, THTR 1130
- Acting I, THTR 1230
- Stagecraft, THTR 1420

Urban Studies

Urban studies is an interdisciplinary, inter-college major that prepares one to think critically about the urban and metropolitan environment in which most Americans live. Interested students will benefit from taking introductory social science courses during their first year, such as

- Econ 1320: Macroeconomic Analysis (required for the major)
- SOC 1110: Introduction to Sociological Thinking (prerequisite for a major requirement)
- PSCI 1110: American Government and Politics (helpful preparation for advanced major requirements)

Women's Studies

- Foundations of Women's Studies, WSTD 1010
- Topics in Women's Studies; Socially (Ir)Responsible fashion, WSTD 1500

First-Year Seminar Course Descriptions

What should you expect from your first-year seminar? Each section has a unique topic, but all sections have the same goals:

- Undertaking projects and assignments that involve critical thinking in more than one area of knowledge
- Practicing the important skills of discussion, careful reading, and clear writing in the context of class discussions, small group work, and assignments
- Active involvement in the planning of your future at Hamline and beyond with your FYSem instructor, who is also your academic advisor

As you read the descriptions of the various sections, some will seem closer to your interests than others. Look them all over and choose those that interest you the most.

Writing-Intensive First-Year Seminars

The first group of first-year seminars listed (designated by the number 1020-XX) are designed to integrate writing skills and practices into the seminar. Read the descriptions below. If you are interested in one of these first-year seminars, consult pages 4–5 of this booklet to answer a series of questions that can help you determine if a writing-intensive seminar is a good choice for you.

Students who register for a writing-intensive seminar do not register for English 1110. If you successfully demonstrate all first year writing competencies through your participation in the first-year seminar, then you will have satisfied your first-year writing requirement for the Hamline Plan. If you pass your FYSem but do not satisfy all first-year writing competencies, then you must successfully complete English 1110 in the spring.

FSEM 1020-01, CRN 12237, Kostihova

King Arthur and the Axis of Evil

If King Arthur never existed, why is his supposed history alive and well in contemporary American consciousness? Departing from this core question, this course will explore the 20th and 21st-century iteration of King Arthur lore in literature, film, and broad culture (including the Minnesota Renaissance Festival). First, we will chart the ways in which Arthurian legends shift in content and medium to fit in with contemporary historical, cultural, and political concerns. Second, we will engage the workings of historical nostalgia as it fabricates stories to address uncomfortable contemporary developments. Finally, we'll broaden our investigation to think through structures of "high/popular" culture and its ideological functions in contemporary society. Students interested in this course should be voracious for intellectual exploration, intensive thinking, debating, reading, writing, and researching.

FSEM 1020-02, CRN 12843, Vogel

Travelers' Tales and Other Adventures

What is it like to see Mount Fuji for the first time? How does it feel to stand in the shadows of the Taj Mahal, or wander across the Charles Bridge in Prague? What is it like to build a school in Pakistan, or to witness geopolitics and globalization in the developing world? When we think about travel, we tend to focus on the places we might go and the people we will meet. We expect to see amazing things and to experience new cultures, but we often also learn something new about ourselves.

In this seminar, we critically examine the writing of "witnesses," people who have traveled the world and shared their experiences through travel essays, memoirs, and books. We try to understand how they see the world and what they learned about themselves in the process. To help us examine their perspectives and experiences, we consider how race, class, and gender impact the writers and the people around them. Through lectures, discussions, and writing assignments, we will look at the context of politics, economics, globalization, cultures, and societies in the countries where these writers lived, worked, and traveled.

FSEM 1020-04, CRN 12912, Shaw

The Nature of Chance and Chance in Nature

Random variation produced by chance characterizes much of what we observe in our world. Games wouldn't be fun without it; evolution depends on it. Through the study of variation we can often make sense of seeming chaos. We start with a coin flip: heads or tails? Win the lottery? Rain tomorrow? Blue eyes or brown? Bald by 35? Live to be 100? What's the chance? We'll seek to observe it, describe it, quantify it, model it and, paradoxically, predict it. We'll also delve into the history and philosophy of probability, and we'll study a few examples of how randomness is explored in art, literature, and music.

The study of random processes is aided enormously by computer simulation. We'll get pretty deeply into this, learning some fairly sophisticated inferential statistics along the way.

This is a writing intensive seminar. You might wonder: how do I write about randomness? The answer is, as with writing about most other subjects, with precision and attention to detail. This will be an important focus of the course.

FSEM 1020-05, CRN 12913, Kellert

Interdisciplinary Perspectives on Interactive Entertainment: Getting Serious about Gaming

The enormous popularity of video games raises a number of questions: Why do some people consider this form of entertainment to be worthy of serious scholarly attention, while others would consider it ridiculous to discuss video games in a college classroom? How do video games work and what makes them so popular? Do violent video games cause criminal behavior? Can a video game ever be considered art? What messages do these games carry for those concerned about the portrayal of women or ethnic stereotypes?

We will read and discuss critical analyses of video games from a wide variety of perspectives. As a writing-intensive first-year seminar, this course will also require you to research and write a paper in which you explain and defend your own position on one of the issues we examine. You don't need to be good at *World of Warcraft*, or even know who Mario is, to explore some of the important issues raised by video games. But if you enjoy lively discussions about challenging and controversial subjects, and want to learn about how stories and images, and technology and politics interact, then it is worth taking games seriously.

FSEM 1020-06, CRN 12914, Snyder

The Wall Street Journal: It's Much More Than Money

The *Wall Street Journal* is perceived by many as a financial newspaper, filled with fine print and data, and targeted to investment specialists. In fact the *Journal* ranks as one of the preeminent global newspapers with an extraordinary scope of coverage ranging from Afghanistan to Zaire and from archeology to zoology (and just about everything in between). Challenges and opportunities both in the United States and around the world are increasingly complex and interconnected. We have in the *Wall Street Journal* the opportunity to probe topics of far-reaching importance to each student.

This seminar will span topics as broadly as those noted above using the *Journal* as a springboard to developing verbal and written communication skills, critical analysis, a global outlook, and improved study skills.

The seminar will be highly interactive and will provide each student with the opportunity to both develop broad understanding of global topics as well as unique and more specific topics of individual interest.

The seminar will also emphasize the intellectually fun side of communications by examining clever use of vocabulary and humor. The course's interactive seminar style will draw perspective and energy from each student.

Students will receive their own copy of the *Wall Street Journal*, at a nominal cost, delivered daily for the semester and will also have access to the *Online Journal*.

FSEM 1010-01, CRN 12001, Messenger

Exploring the Worlds of Southeast Asia

When we think about where in the world one would expect to find the largest religious structure many people would suggest Egypt and note the pyramids; others might suggest Vatican City. Few would propose Southeast Asia, but Angkor Wat in Cambodia is, in fact, the largest. What is the largest Moslem country in the world? Not Saudi Arabia, but Indonesia. Meanwhile, some of the earliest bronze-age technology came not from the Middle East, but from Thailand.

This seminar will take a multifaceted, interdisciplinary approach to the study of Southeast Asia with its complex history and considerable diversity. We will look at how the region's geography, geology, and ecology was shaped and the role its people have played in modifying it throughout time.

Through class lectures and discussions, readings, films, and slides, we will learn about the worlds of Southeast Asia. Additionally, we will visit local museums and musical presentations, cook and sample traditional Thai, Vietnamese, and Indonesian food, and learn how to cast metal objects just as they did long ago in ancient Thailand.

FSEM 1010-02, CRN 12071, Zmora

The Palestinian-Israeli Conflict as Seen by Authors from Both Sides

At times, the Palestinian-Israeli conflict dominates our international news. It seems like an unresolved conflict that defeats any good solution. Understanding the conflict and the two societies involved is the first step towards discerning possible solutions. This seminar will focus on understanding the history of the conflict through the voices of the people who are a part of it and who are affected by it. We will read historical narratives, examine documents and maps, read literature, and see visual art created by Palestinians and Israelis in an effort to express their feelings, reflections, and views on the problem.

FSEM 1010-03, CRN 12084, Embser-Herbert

Amahoro: Genocide, Justice, and Peace in Rwanda –Study Abroad–

If you enroll in this FYSem, you are required to participate in the study abroad portion of the course, which takes place during May-term. Students in this course will earn an additional four credits and the Hamline Plan cultural breadth designations "G" and "L" for the May-term portion of the course. An additional fee (estimated to cost a maximum of \$5,100) will apply.

Between April and July 1994, the brutality of ethnic civil war in Rwanda reached its peak. A 2002 Rwandan government report found that, between 1990 and 1994, approximately 800,000 people were killed. Assailants included military personnel, paramilitary groups, and fellow villagers. In 2003, President Paul Kagame ordered the release of 40,000 of those who had been imprisoned for their roles in carrying out the genocide. For some people, this meant that the person who victimized them could return to live alongside them. How could these survivors possibly move past the damage and terror that had been inflicted upon them? And how could those who had confessed to perpetrating such brutality return and live among those whom they had harmed?

Restorative justice, broadly speaking, is an approach to justice that focuses on the needs of victims and offenders, as well as the community. Processes focus on creating opportunities for dialogue for all those involved. In Rwanda, restorative justice has been practiced in a variety of ways including faith-based reconciliation workshops, prison fellowships, and *gacaca* “courts” or tribunals. Rwandans have sought to move beyond retribution and focus on the restoration of relationships. In doing so, it is hoped that healing can take place.

During fall term, we will review what happened in Rwanda in 1994 and the controversies that continue to surround that period. We will also explore the forms of restorative justice and reconciliation that have led to healing. Filmmaker Patrick Mureithi will visit campus, meet with our class, and take questions following the showing of his film *Icyizere: Hope*. While the events of 1994 are, indeed, tragic, the stories that continue to come out of Rwanda are nothing short of awe-inspiring and enlightening. Join us for this journey from devastation to renewal.

Students with interests in Africa, human rights, law, social justice, criminal justice, politics, and/or sociology may find this course particularly appealing. The additional cost of this FYSEM (\$5,100) will include airfare, transportation, accommodations, some meals, and gorilla trekking in Rwanda. The May term course provides four additional academic credits and meets the “G” and “L” requirements of the Hamline Plan. **There will be a mandatory class meeting on Saturday, May 5, 2012.** We will tentatively hold class on campus on May 21, 22, and 23 and depart for Rwanda on Friday, May 25 arriving back in Minneapolis on Monday, June 11.

FSEM 1010-04, CRN 12097, Morgan

Famous Scientists beyond the Laboratory

Antoine Lavoisier is called the father of modern chemistry and is credited with discovering the law of conservation of mass. He also was a tax collector for the French Monarchy before the French Revolution, and he was executed via guillotine in 1794. Max Planck discovered quantum mechanics and won the Nobel Prize for physics in 1918. When Hitler came to power in the mid 1930s, many German scientists fled the country to protest the persecution of the Jews or to avoid persecution themselves, but Planck remained in Germany throughout the war. Was he a Nazi? Erwin Schrodinger was another German scientist and quantum pioneer. He left Germany in the 30s and settled in England—with both his wife and his mistress.

Learn about the lives of famous scientists. Behind the technical discoveries described in textbooks are real men and women. We will seek to understand what made these people great, and not-so-great. Along the way we will also learn a little bit about their science.

FSEM 1010-05, CRN 12177, Rundquist

Hamline Mythbusters

The show *Mythbusters* on the Discovery Channel concentrates on using science to establish the validity of various myths. In this course you will do the same. You will be working with a team of fellow students to research a variety of myths. For each one you will design, execute, and film several experiments ranging from small-scale models to full-scale tests. These will be scripted, filmed, edited, and posted to YouTube by your team. In lieu of a formal textbook, you will procure a low-end digital video camera (~\$100) to accomplish your work in the class. You will have access to most of the equipment available in the physics department to collect the data you need. Class time will be spent on the planning and critique stages of the work along with mini-lectures about relevant physics concepts.

This course gives you an opportunity to engage in research in your first year at Hamline. The mythbusting is just one piece of that. The other major piece is an individual project where you plan an intensive experimental study of some aspect of physics. This course acts as a prerequisite for a special section of “General Physics I” (PHYS 1230) in the spring during which you can execute your planned experiment instead of doing the normal labs for the course. Students in that special section have a budget of \$200 each from the physics department to procure the equipment needed, in addition to access to most of the equipment already in the department. At the end of the spring term you will give a presentation of your research and submit a detailed formal report.

FSEM 1010-06, CRN 12255, Mazis

Sailing the Wine-Dark Sea

A look at the map reveals that the sea has dominated Greece and its people from time immemorial. It helped to keep the temperature mild, provided food, and became a way to transport goods and ideas from island to island and from continent to continent. In the process the sea shaped Greek culture in many and profound ways and made the Greeks a seafaring people who came to dominate their part of the world and who continue to be, to this day, masters of the seas.

In this First-Year Seminar we will examine some well known myths, as well as historical facts, about the seafaring Greeks and how their history was shaped by, as one Greek poet said, “the wine-dark sea.”

FSEM 1010-07, CRN 12366, Victorin-Vangerud

The Great World House: Creating Interfaith Community

We live in an interconnected world—whether we travel the Internet, listen to music or shop for food in grocery stores. In the Twin Cities, we can see new mosques, meditation centers, synagogues, temples and churches, and recognize the interconnected, multi-faith character of our changing neighborhoods. As an increasingly vital dimension of our social landscape, religious diversity can be viewed with suspicion, indifference or hostility. Some critics argue that for the future of human flourishing, societies need to move beyond religious identities. Yet others, like Dr. Martin Luther King Jr., re-imagine new ways of being religious or spiritual in community. In his 1964 acceptance speech for the Nobel Peace Prize, King spoke directly to the injustices of his day, but he also envisioned the earth as “a great world house” where people of different religious identities could learn to live with each other in peace. *Can we?*

King’s vision challenges us today to explore interfaith communities, where as Rabbi Jonathan Sacks says, difference doesn’t threaten, but extends our human possibilities. This class will research various “deep values” for interfaith community, including Rabbi Sacks’ “covenant of hope,” the Dalai Lama’s “true kinship of faiths,” Diana Eck’s “wider sense of we,” and Paul Knitter’s notion of “double belonging.” We will follow Eboo Patel’s story of being an American Muslim told in his book, *Acts of Faith*, and learn how his passion for serving the common good led him to found the InterFaith Youth Core. Several guest speakers and visits to local communities will encourage students to write clearly, personally, and critically of the formation of their own communal values. We will also reflect together on diverse community-building practices such as journaling, walking a labyrinth, service-learning, storytelling, and centering meditation.

FSEM 1010-08, CRN 12367, Hagen

Minnesota through the Eyes of its Businesses: Past and Present

Which Minnesota electronics giant started out in the wheelbarrow business? In this class we will explore the business side of Minnesota, learning about the world of business by focusing on the ones around us, past and present. Starting as early as the pre-Columbian copper trade based around Lake Superior and covering businesses as recent as Minnesota’s current medical, hospitality, and retail industries, we will see how the industries evolve and fit together. Students will form teams to perform library and other research related to such categories as retail, finance, agriculture, mining, and high technology. We will then weave our stories together to paint a business picture of Minnesota.

FSEM 1010-09, CRN 12368, Burns

Leadership... Her Story

Women have held formal and informal positions of leadership since the beginning of time. From Cleopatra, Queen of Egypt, to Harriet Tubman, escaped slave and conductor on the Underground Railroad, to Supreme Court Justice Sonia Sotomayor, women have been and still are leading the way. This course will examine leadership—historical, contemporary, social, and personal—from the female perspective. We will focus on the issues faced by women in regards to leadership, explore how women lead—including leadership styles and challenges—and discuss the future of women in positions of leadership.

FSEM 1010-10, CRN 12369, Rusch-Curl

Deciding to Lead

Have you ever found yourself standing in the cereal aisle of the grocery store agonizing over which box to choose? Why is something so simple so difficult? Every day we are faced with making decisions that impact the various aspects of our lives. Even doing nothing is making a decision. General George S. Patton said “Be willing to make decisions. That’s the most important quality in a good leader.”

Building on that quote, this course will connect leadership, decision making, and emotions. Using *Emotionally Intelligent Leadership* (Shankman & Allen, 2008) and *How We Decide* (Lehrer, 2009) as a foundation, we will work together to make sense of how big (and small) decisions really impact who we are and how we are perceived by those around us. Real and fictional examples of leadership will be evaluated to determine how we might become better decision makers. Throughout the semester, we will learn about ourselves and others through case studies, self assessments and projects, group activities, and much more. You’ll never look at the cereal aisle the same way again!

FSEM 1010-11, CRN 12370, Reardon

Financial Crisis, Revolution, Climate Change, and Unemployment

The current financial crisis is certainly not the first in history, nor will it be the last. This course will investigate financial crises and their association with the shifting of global powers. In addition, we will investigate the effect of financial crises on political revolution and the formation of global institutions. This interdisciplinary course will utilize history, economics, law, public policy, and basic science to understand how capitalism evolves and how it is affected by climate change. This course will also give students the necessary tools to understand how our economic future is evolving.

FSEM 1010-12, CRN 12519, Chu, George

Latin-American Cultural Narrative: Views from the South

This seminar will explore the rich culture of Latin America with an emphasis on the social, historical, literary, and artistic trends that have shaped this continent and region on the move in the 520 years since the arrival of the Conquistadors. We will examine culture through poetry, music, and film. Memoirs of individuals living across different cultures will provide first-hand accounts of contrasts between national identities. Students will broaden and deepen their perspective on how the United States has evolved in relation to the 20-plus countries that share the Western hemisphere and to contemporary issues of immigration and the dynamics of social change. Students will do critical and analytical reading, participate and lead group discussions, and complete an individual research project. Knowledge of Spanish or Portuguese is advantageous: *La verdad, aunque severa, es amiga verdadera.*

FSEM 1010-13, CRN 12796, Levy

Living in a Rape Culture

Two startling statistics: Every two minutes, someone in America is raped, and, one out of four college women are or will be victims of rape or attempted rape. As we grapple with why these statistics may be true, we must look at the culture that surrounds these facts—the culture we must call a “rape culture.” “What is a rape culture? A rape culture is a society that accepts sexual violence and the fear of violence as the norm; a society that, knowingly or not, perpetuates models of masculinity, femininity, and sexuality that foster aggression, violence, and fear.” (From *Transforming a Rape Culture*.)

In this seminar, we will explore the culture that we live in, examine what makes it a “rape culture” and most importantly, we will develop strategies for change. This is a class for men and women who are earnestly interested in social change and willing to explore hard issues along the way. Readings will include *Transforming a Rape Culture*, *Telling: A Memoir of Rape and Recovery*, *I Never Called it Rape*, and others. In addition to readings, we will view videotapes, meet with guest speakers, and conduct interviews. Course work will include writing and developing of projects and presentations.

FSEM 1010-14, CRN 12861, Hick

Schools at the Movies

Was your high school experience like Cady’s in *Mean Girls* or Andrew’s in *The Breakfast Club*? Did you have a teacher like Miss. Gruwell from *Freedom Writers* or a Principal like in Mr. Rooney in *Ferris Bueller’s Day Off*? Did your school have “The Heathers” or “The Plastics”? How well do movies represent real schools, real students, real teachers, and real administrators? What does it matter?

In this course, we’ll examine images of schooling in the movies. Looking at examples of films from the 1950s through today, we’ll trace developments and themes in the portrayal of American schooling. We’ll use the field of education and the field of sociology to examine how and why race, class, power, and gender are presented in the ways that they are. We’ll analyze movies for accuracy in representations of teaching and learning: Is their depiction of good teaching really what good teaching is? Are the teachers, students, and administrators in the movies like real people in real schools in the United States? Why might movie versions of schooling differ from real schooling?

In answering these questions, we’ll steer our discussions towards one guiding question: “Why does it matter?” Because we know media images shape public opinion, and public opinion shapes public policy, we’ll work on articulating how specific movies and images connect to particular political perspectives on education. Is *Teach for America* a good solution for our schools’ troubles? Should teacher unions be broken up? Should schools get more money? Should more schools offer AP classes? Should test scores determine teacher salaries? More than we might like to think, movies help shape our opinions on these issues. We’ll peel back the layers of these movies and look at what they’re really saying—intentionally or unintentionally—about schools and schooling in the United States.

FSEM 1010-15, CRN 12863, Makarevitch

Catching Z-z-zs: the Mysteries of Sleep

Does the early bird really catch the worm, or end up healthy, wealthy, and wise? Can some people really exist on just a few hours’ sleep a night? Does everybody dream? Do fish dream? How did people cope before alarm clocks and caffeine? Do moonwalkers really wander around while sleeping? And is anybody getting enough sleep? Even though we will spend about one-third of our lives sleeping, we still know remarkably little about its origins and purpose. And after all, how can you study dreams if even the dreamer himself does not remember or understand what he saw? In this course, we will try to explore the field of sleep and find answers to some of these sleeping questions. We will read an interesting book about sleep, watch a fascinating movie, look for answers online and in the library, and discuss our findings. After all, this is one of the very few classes devoted to sleep and sleep only.

FSEM 1010-16, CRN 12864, Jacobson/Noreen

Four years far away: Looking at Success

You're in college. Now what? This course will examine both your short- and long-term goals, as well as the notion of success. How has the definition of success changed over time? How do ethnicity, socioeconomic status, religion, and other factors impact ideas of success? Is success earning a bachelor's degree? Not moving back home after graduation? Becoming financially independent? Or joining the Peace Corps for two years? In this seminar, students will learn to define success in their own terms.

The first part of this course will focus on short-term goals and success at Hamline: transitioning into college, campus resources, academic success, social integration, and owning your role as a student. The second part of this course will focus on long-term goals and your success after Hamline: graduate school, employment/career, financial health, family, and community.

This course will utilize a variety of resources including literature on the topic of success, as well as representations in film, television, and music. Students can expect in-class discussions, presentations, daily reading, written assignments, and a research paper.

FSEM 1010-17, CRN 12865, Goldberg

What if you could be immortal or a superhero: Ethical Issues in the Context of Modern Medicine

Modern science is reaching a point where we have the potential to alter the course of human development through such groundbreaking techniques as gene therapy and in vitro fertilization. We can predetermine the sex of a child or screen embryos for genetically-based diseases. Parents can use in vitro fertilization and genetic screening to conceive a child that upon birth can be a bone marrow donor for a sick sibling. There are companies that will clone a beloved pet for its adoring owner. Human embryos can produce stem cells that could hold the key to curing Multiple Sclerosis, Parkinson's, or Alzheimer's diseases. Athletes are exploring gene doping to gain a competitive advantage. As with any new scientific advancement, one must consider the implications of using the new technology, be that technology a new weapon or a new cure. In this seminar we will explore the technology, social impacts, and ethical implications behind current advances in medically-relevant scientific research.

To help guide us through these complex issues we will critically evaluate multiple sources, including news articles, scientific readings, and the novels *His Brother's Keeper* and *The Immortal Life of Henrietta Lacks*. Class meetings will focus on understanding the scientific technologies and will use student-led discussions to enumerate the ethical debates regarding these technologies. We will critically investigate the scientific potential and limitations of the technologies we discuss, while attempting to distinguish information that has scientific basis versus that put forth from emotional debate.

FSEM 1010-18, CRN 12866, Gutierrez

When Identities Intersect within the GLBT Community

Coming out as gay, lesbian, bisexual, or transgender person can be one of the harder things a person has to do when they come to accept who they are. What happens when you are not only coming to terms with your sexuality, but become a part of a community that is not represented in the media? Multiple identities such as class, gender, or race helps bridge the gap between what we see on TV in shows like *Ellen*, *Glee*, or *Modern Family*. Why is it that the only show that shares a glimpse at the transgender community is *RuPaul's Drag Race*?

This course will focus on the works and portrayals of gay, lesbian, bisexual, and transgender people and how having multiple identities that intersect are reflected in media. Rarely do we see images of, or hear stories about, gay men of color, lesbians, bisexuals, or gay people of different classes, abilities. We see the transgender community reflected even less. A basic assumption is that we honor all people. We'll focus on the stories of people through in-class discussions, reviewing different films/shows, and reflection activities.

FSEM 1010-19, CRN 12867, Turner

New Millennial Youth Culture: The Net Generation

This first-year seminar seeks to explore why youth is such a contentious, ambiguous, and often ambivalent category. Indeed, does the television series *Glee* genuinely speak to issues of difference and community? Do the *Twilight* novels and films provide purposeful insight into romance and desire? Does the Academy Award-winning film *Precious* accurately portray the challenges of inner-city life? Do the recent suicides of bullied gay and lesbian youth in America (and the subsequent formation of the "It Gets Better Project") reflect the realities of growing up outside the margins of normative social discourse?

This course will work to understand the relationship between youth and the larger social order, as well as examining how works of entertainment (films, television series, pop and rock music, video games, etc.) speak to the way this relationship is imagined, negotiated, and commodified in the public sphere. For some, youth is figured as a privileged site of discovery and transformation, yet, as critical theorist Henry A. Giroux argues: youth can also "be seen as a source of trouble rather than as a resource for investing in the future, and in the case of poor black and Hispanic youth are increasingly treated as either a disposable population, cannon fodder for barbaric wars abroad, or the source of most of society's problems."

During the semester we will critically engage contemporary youth culture from a sociological, ethnographic, and cultural studies perspective. We will certainly be interested in cultural production and the politics of representation (especially the role multinational media conglomerates play in constructing narratives of youth in popular culture), but we will also explore how easily accessible digital technology provides a fascinating platform for youth to construct and define their own identities (often in the service of resisting and/or interrogating social norms) and then upload these "performances of the self" for the world to consume via popular web sites like YouTube, Facebook, and MySpace—what I will call new millennial self-fashioning.

FSEM 1010-20, CRN 12868, Schirg

The Business of Common Sense

Many students plan on working in the business world in some capacity and even if they don't, just as the rest of us, they will find themselves subject to businesses in their everyday lives. Companies of all kinds exist in today's world, and some do well financially, but not so well socially and vice versa. And then there are companies who do well in both areas. What makes these companies be so successful? What makes them tick? Is there a singular ingredient in these companies' DNAs that makes them so successful? Is it the leadership, the employees, or is there an underlying common sense to them that lets these organizations achieve greatness?

This course will explore those questions and many more in a variety of ways. The goal of the course is to teach incoming students the skills of critical and analytical thinking and the ability to express their ideas in discussions and written materials. As part of our experience together we will draw from all sources of information (internet, movies, books, articles, etc.) to investigate the above questions and hopefully come up with some answers.

FSEM 1010-21, CRN 12869, Somerville

Women and Men in Management

The award winning AMC drama series *Mad Men*, set in New York in the 1960s, depicts women in the organization as primarily secretaries, switch board operators, and sex objects. Surely women in organizations have progressed considerably in the past 50 years. But have they? Although the proportion of women in the workforce in the United States is approximately 50 percent, the quest for gender equality in organizations remains elusive. Studies continue to reveal that women are not advancing in managerial hierarchies as far as men with equivalent credentials. The glass ceiling continues to restrict women's access to top management positions to the point that some are suggesting it is made of kryptonite.

This course examines gender in organizations with a particular emphasis on management. A wide range of topics will be explored, including employment decisions, work teams, leadership, sexual harassment, workplace romance, career development, and work and family. This seminar should be of interest to all students who plan to have a career working in organizations.

FSEM 1010-22, CRN 13298, Bergin

Telling the Story Queer

For something to be queer originally meant its being out of alignment or odd. Later it came to be used to describe not things, but people: a slur against GLBT folk and others whose bodies or lives didn't conform to dominant views of sexuality and/or gender. Still later, it was reclaimed by some of the people it had been used against; being Queer for many now means being part of a diverse community of people who challenge prescribed gender roles. In this seminar we will combine this more current, positive use of the term with its original usage to define things (versus people) to ask the following question: What does it mean for a book or story to be queer?

We will approach this question by analyzing literary works (primarily novels and short stories) that not only explore gender and sexuality conventions, but also bend or break the conventions of story-telling. Unreliable narrators! Nested stories! Choose your own adventures! Oh my! David Mitchell's *Cloud Atlas*, Jason Shiga's graphic novel *Meanwhile*, and Cathrynne Valente's *In the Night Garden* and more! These stories encourage us see ourselves, our world, and reality at right angles, queerly, from whole new perspectives. Prepare yourself for reading that challenges, makes you think deeply, and, perhaps, even rocks your world.

We will also explore how the practice of thinking outside the box is crucial to creativity in scholarship. Indeed, we will see that these texts can serve as models for the very best in academic work. Students can expect lively in-class discussions, oral presentations, daily reading and writing assignments, and a research paper.

EM 1010-23, CRN 13299

Title and description for this first-year seminar were not available at the time of printing. For a complete description, please see the online class schedule at www.hamline.edu/classchedules. Sort by subject and choose "First-year Seminar."

Hamline Graduation Requirements for First-Year Students

For further information, see the current Hamline *Undergraduate Bulletin*, bulletin.hamline.edu.

First-Year Seminar

All new first-year students of age 20 and younger are required to take a FYSem in the first term of their first year.

English 1110: Writing and Reading Texts

Must be taken during the first year. This course is your writing-intensive course for your first year.

Writing-Intensive Courses

You choose one writing-intensive course for each additional year at Hamline after your first year, one of which must be in your major department. Summer writing-intensive courses may apply toward either the previous or the following year. Writing-intensive courses must be taken at Hamline.

Speaking (Oral) Intensive 2 courses

Courses may be taken at any time and in any department.

Computer Intensive 1 course

It is recommended but not required that this be a course in your major.

Formal Reasoning 1 course

Math courses at the level of college algebra or above fulfill this requirement. Logic and statistics courses also can fulfill this requirement.

Disciplinary Breadth 8 courses

Two courses each in the fine arts,* humanities, natural sciences, and social sciences. Disciplinary breadth courses must be taken at Hamline once you have entered.

**Note: Music performance, ensemble, or music lessons fine arts courses that are fewer than 4 credits must be taken enough times to equal four credits in order to fulfill one fine arts requirement, or 8 credits to fulfill two requirements.*

Cultural Breadth 3 courses

At least two of the three following categories must be represented: 1. Gender, race, age, class, American ethnic minority issues, ability, sexual orientation; 2. International issues; or 3. Language and study abroad.

Individual Ability in Learning

An independent study, honors project, advanced seminar, or advanced course with individual responsibilities fulfills this requirement.

Leadership, Education, and Development (LEAD)

An exploration of connections among the liberal arts, work, and community service, such as an internship.

Major

A field of concentration, ranging from 9 to 17 courses, depending on the program's requirements. Major and minor requirements can be found in the Hamline *Undergraduate Bulletin*.

Breadth of Study

You must complete 84 credits outside your major field of study. Supporting courses that are required in your major, but are not in the department, may or may not count towards your breadth of study requirement. Please consult with an advisor regarding breadth of study.

Residency

All Hamline students are required to complete a minimum of 128 residency credits to graduate (see the Hamline *Undergraduate Bulletin* for details).

Symbols

Courses which fulfill Hamline Plan requirements are noted by the following symbols on the Course List in your packet, the online course schedule, and on your internal transcript. Courses can satisfy more than one requirement, including breadth of study or major requirements.

- E Expository Writing
- T Writing Intensive
- O Speaking (Oral) Intensive
- C Computer Intensive
- R Formal Reasoning

Disciplinary Breadth

- F Fine Arts
- H Humanities
- N Natural Sciences
- S Social Sciences

Cultural Breadth

- G Gender, Race, Age, Class, American Ethnic Minority Issues, Ability, Sexual Orientation
- I International Issues
- L Languages and Study Abroad
- Q Individual Ability in Learning
- W Leadership, Education, and Development (LEAD)

If you have questions, please call the Center for Academic Services at 651-523-2912.

Academic Advising Worksheet

Name: _____ Phone: _____ ID: _____ Date: _____

Hamline Plan Requirements	Courses	Grade	Year
First-Year Seminar:			
First-Year Writing (E) or Expository Writing			
Writing Intensive (T) One writing-intensive course must be taken each year, one of which must be in your major department. For first-year students, English 1110 serves as the writing-intensive course during their first year of study.			
Speaking Intensive (O) Two courses required.			
Computer Intensive (C)			
Formal Reasoning (R)			
Disciplinary Breadth Once you start at Hamline, disciplinary breadth courses must be completed at Hamline. Two courses required for each area (see exception for Fine Arts).			
Fine Arts (F) Music performance, ensemble, or music lesson courses that are fewer than 4 credits must be taken enough times to equal four credits to fulfill one fine arts requirement, or 8 credits to fulfill two requirements. If transferring in 3-credit classes, contact the Center for Academic Services.			
Humanities (H)			
Natural Sciences (N)			
Social Sciences (S)			
Cultural Breadth (G, I, L) Gender, Race, Age, Class, Minority Ethnic Identity, Ability, Sexual Orientation Studies (G); International Studies (I); Language Studies (L). Three courses required. A minimum of two areas must be represented.			
Individual Ability in Learning (Q)			
Lead (W) Leadership, Education, and Development			

Major For the most up-to-date major/minor requirements and worksheets, go to: www.hamline.edu/ugrequirements.

Breadth of Study 84 credits required outside your major department.

Residency Credits 128 required for graduation, including AP, IB, PSEO, and transfer credits. Students may apply a maximum of 34 credits per academic year, and 8 credits per summer session toward the residency requirement. Also note that a minimum of 56 credits must be completed at Hamline University (60 to graduate with Latin honors).

PSEO credits: _____ AP/IB credits: _____ Transfer credits: _____

Hamline Credits:

Term	Year	Credits									
F			F			F			F		
W			W			W			W		
Sp			Sp			Sp			Sp		
Su			Su			Su			Su		

Handy Hamline Web Links

Center for Academic Services www.hamline.edu/cas

Program requirement sheets www.hamline.edu/ugrequirements

Class schedule www.hamline.edu/registrar/classsschedules (*real time/live*)

From the “Undergraduate Program” pull-down menu, choose the appropriate term, then sort by “Subject.”

Academic calendar www.hamline.edu/academiccalendar

Policies www.hamline.edu/policies

Family Educational Rights & Privacy Act information www.hamline.edu/ferpa

Email policies and information www.hamline.edu/email

Hamline 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.

Hamline Vision

Hamline University will be recognized as a diverse, learning-centered university that is: Rooted in a tradition of liberal education, dynamic and actively inclusive, locally engaged and globally connected, invested in the personal and professional growth of persons.

Other Information

Academic Integrity

Hamline University students are expected to comply with the legal and ethical standards of the university. Dishonesty of any kind in relation to academic work threatens the integrity of the academic enterprise and is prohibited and subject to disciplinary action by the university. Such dishonesty includes cheating on examinations, plagiarism, ghost writing, and falsifying official information requested by the university concerning one’s academic background or status. Hamline University’s student conduct policies are detailed on the website available at: www.hamline.edu/policies.

If you have any questions about registration, please contact us:

Center for Academic Services, Hamline University,
MS-B1803, 1536 Hewitt Ave., Saint Paul, MN, 55104-1284

Telephone: 651-523-2912

Email: cas@hamline.edu

If you live outside the metropolitan area, please call 1-800-753-9753 and ask for the Center for Academic Services.

Hamline University does not discriminate on the basis of race, color, national origin, ancestry, sex, disability, religion, age, sexual orientation, or veteran status in its education and employment programs or activities.



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