

Interdisciplinary Courses (IDSC)

Barretta-Herman, associate vice president for academic affairs, director

150 Development of the Natural World

This is an interdisciplinary course which examines our universe and integrates the sciences of biology, chemistry, physics, geology and astronomy. The nature of the cosmos and the Big Bang theory are first introduced, followed by a study of the basic principles of gravity, energy, thermodynamics, electromagnetic radiation, and the structure of matter, including chemical bonding and the Periodic Table. The nature and formation of the stars and planets is followed by a focus on the earth, including plate tectonics and geologic cycles. An introduction to biochemical systems includes a look at cells, biochemical molecules, genetics and evolution. An integrated unit on ecosystems ties together much of the previous work. The scientific method is emphasized throughout the course. The course consists of lecture, discussion and laboratory activities. This course fulfills the laboratory science requirement.

180 English as a Second Language I

Special and individual attention to speaking, writing, reading, listening and study skills. For students whose native language is not English. Offered in fall semester.

181 English as a Second Language II

Continuation of 180. Offered in spring semester.

Prerequisite: 180 or permission of instructor

281 Topics in American Culture

An interdisciplinary approach to a particular period in American life (the 1920s, the 1950s, *etc.*). Course will seek to isolate the basic themes that characterized the cultural life of the period and examine their manifestations in the art, music, literature and popular culture of the era. Particular emphasis will be given to the interdisciplinary perspective in approaching the topic.

284 Introduction to Teach Religion

2 credits

The course includes a six-hour seminar including at least three basic skills related to the act of teaching as well as a year of teaching in a local parish religious education program once a week. The teaching placement is done through consultation with each student and cooperating teachers who have a sound understanding of the life and ministry of teacher education in the church. Specific seminar content will enable students to do the following: define the term "concept" and explain how key concepts are developed by learners; explain the relationship of objectives to overall goals of religious education; define the term "strategy" and develop workable plans for teaching within a typical church/school setting.

Prerequisite: Acceptance into St. John Vianney Seminary

287 The German Cultural Heritage

An historic survey of German cultural development from the beginnings in antiquity through the present. Attention is given to significant events in the history of Germany, Austria, Switzerland and Liechtenstein and the development of historic events into the living German culture of today. Events and significant achievements in the areas of politics, music, literature, science, philosophy and theology are examined. The course is usually offered online with no classroom meetings.

291 The Anatomy of Violence

The purpose of this course is to increase the knowledge and understanding of cultural, racial and interpersonal violence and develop a commitment to promoting a violence-free society. Emphasis is on exploration of the extent, causes and effects of violence and strategies for intervention on the micro and macro levels. Specific areas of study include domestic/partner abuse, child abuse/neglect, peer/date violence, elder abuse, sexual assault/sexual harassment, cultural violence, racism and other systemic oppression. This course fulfills the Human Diversity requirement in the core curriculum.

293 Grief, Loss and Coping

This course focuses on understanding loss and grief in the human experience. Emphasis is given to recognizing loss in various forms and to understand grief from different perspectives. Content includes theory from psychology, sociology, social work, and medicine/nursing along with materials from literature, lay persons and a spectrum of multicultural influences. Skills are taught for coping with personal loss and for relating in helpful ways to others who are experiencing grief. Special topics related to death and dying in our society including trauma, suicide, child loss and chronic illness are covered. A variety of teaching methods will engage learners to better understand the many influences on grief, loss and coping.

295, 296 Topics

2 credits

297, 298 Topics

The subject matter of these courses will vary from year to year, but will not duplicate existing courses. Descriptions of these courses are available at www.stthomas.edu/registrar/onlineschedule.html.

Cross-College Courses and Programs

310 Washington Semester

16 credits

The University of St. Thomas is affiliated with the American University's Washington Semester Program, Washington, D.C. Students selected to participate in the program have the option of studying one of the following: American Politics; Economic Policy; Education Policy and Special Education; Foreign Policy; International Business and Trade; International Environment and Development; Journalism; Justice; Peace and Conflict Resolution; Public Law; Transforming Communities; Visual and Performing Arts. The Washington Semester involves seminars, research and internships drawing on governmental and private organization resources in the Washington, D.C. area. Nominations to participate are made by the university, with final acceptance decided by American University.

312 Gender and Science

This course examines women's participation in science currently and historically. Students will examine the contributions of women scientists and explore the question: Do women do science differently from men? The course explores the way science is used to study questions related to gender. In this course students will study the ways that scientific work has, at time, been a tool for challenging cultural stereotypes and biases. This course fulfills the Human Diversity requirement in the core curriculum.

313 A Vision of Community Action and Change in Guatemala

The majority of this course will occur among the Mayan people of the Guatemalan highlands. Students will study the politics, history, cultures and economy of Guatemala as a case study on some of the major issues facing many Third World countries at the beginning of the 21st century. Particular attention will be given to topics such as Guatemala's struggles over ethnic and national identity, its place in the global economy, its peace process, and the role of the church. Speakers, readings, and field trips will allow students to compare alternative models of social change and human development in the region. Complementing academic engagement with these issues, students will engage in practical service-learning activities that relate to the goals of the course. The class will also follow the VISION Program's six-point philosophy.

Prerequisite: Permission of the instructor

320 Seminar in the Human Side of Medicine: Patient and Physician

2 credits

This course will concentrate on learning about how patients, their families, and professionals who care for them experience illness; how stories patients tell become the basis for diagnosis and therapeutic action; what it's like to be a physician; and the therapeutic relationship. Didactic presentations, interactive discussion using stories from patients', students' and the instructor's experience, and related literature will provide the content of the course. Others, including faculty members, professional colleagues, and patients will help provide material for the course work and participate in the discussions.

Prerequisite: Sophomore, junior or senior student interested in a career in medicine or related health profession

330 Renaissance Program Internship

0 credit

Participants in the Renaissance Program complete one internship in a career-related field. Students are encouraged to be creative and to search for inventive ways of implementing a plan of practical work experience. A variety of options and opportunities is available through the Career Center.

333 Renaissance Program Studies

In accord with the Renaissance Program's commitment to foster the integration of theoretical and practical learning, the design of this course is to promote the investigation of some theme or problem having a particularly interdisciplinary focus. This course will rely upon concepts and models stemming from both theoretical and practical sources in an attempt to further integrate aspects of these distinct branches of higher learning. Among the types of issues or topics that could fall within the scope of this course are: the meaning and value of work; the nature and place of technology; the relationship of individual to community; views of self – as worker and theoretician; models and parameters of authority.

340 Criminal Law and the Social Order

Sources of criminal law and traditions and values of society; characteristics of criminal law and an analysis of these characteristics; criminal responsibility and criminal intent; due process; the law at local, state and federal levels, with an emphasis on Minnesota statutes; public opinion regarding the law and its enforcement.

395 Introduction to Pastoral Ministry

2 credits

This is a semester-long pastoral education program that provides for personal involvement and the practical exercise of pastoral ministry. Designed to implement the church's documents and the U.S. Bishops' Program for Priestly Formation, emphasis is placed on the future pastoral ministry of the student. Each student is placed in one of three broad areas of ministry: family crises; chemical dependency counseling; and death, dying and grief arenas. Training and on-going supervision by qualified professionals is provided.

Prerequisite: Acceptance into St. John Vianney Seminary

466 City Arts: Reading Seminar (Creating Social Change: Art and Culture in Political, Social, and Historical Context) (HECUA)

Students critically examine the notion of dominant culture and the purposes of art and popular culture. They identify ways in which the arts and popular culture impact urban social issues and create social change. Students gain the tools to become critical analysts as both consumers and producers of art and popular culture.

Interdisciplinary Courses

467 City Arts: Field Seminar (Arts Praxis: Social Justice Theory and Practice in the Field) (HECUA)
In the field seminar, students “test” theoretical perspectives by meeting with artists, policy makers, and community activists, as well as attending and participating in art and cultural activities. Students observe how art and popular culture maintain or change social structures.

468 City Arts: Internship (HECUA)
Each student works in a half-time internship, with a wide variety of placements available, including arts organizations, artistic groups, and community organizations using the arts in programs and service.

469 City Arts: Internship Seminar (HECUA)
Students reflect on their internship experience with other students in the program and connect their real-life experience with the learning taking place in the reading and field seminars.

471 MUST Seminar: Research on Urban Issues (HECUA)
MUST focuses on issues of poverty and inequality and ways to address these critical issues. Students explore key institutions that impact urban poverty and inequality, namely the economy, education and welfare. The role of urban sprawl, segregation and racial, class and gender discrimination are also analyzed. Students examine an array of strategies to rebuild the city more equitably.

472 MUST Seminar: Field Studies in the Twin Cities (HECUA)
Students meet with a wide variety of community leaders, educators, urban planners, corporate executives and others as a way to connect the theories studied with actual practice in the field.

473 MUST: Urban Studies Internship (HECUA)
Each student works in a half-time internship, with a wide variety of placements available, including public, private and community non-profit organizations working on urban issues.

474 MUST: Urban Studies Internship Seminar (HECUA)
Students reflect on their internship experience with other students in the program and connect their real-life experience with the learning taking place in the reading and field seminars.

475 Experiential Learning: Career Exploration Externship **2 credits**
Students will be placed at work sites throughout the Twin Cities area and beyond where their career interests are matched with the cooperating company’s wants and needs. Externs must report to their workplace on at least a half-day basis for four weeks during January term, a minimum of 80 hours “in- place” time on the job. Supervisors at the co-op company will assign specific tasks, duties and projects. The placements will provide students with opportunities to observe, experience and gain a better understanding of the “real world” as it relates to their own interests, values and objectives. Students will work under the direction of a faculty member and will be responsible for additional research and written assignments. This course is offered in January term and the first summer session. May be repeated for a maximum total of 4 credits.

475, 476 Experiential Learning **2 credits**

477, 478 Experiential Learning

See the description of these courses at the beginning of the “Curricula” section of this catalog.

479, 480 Honors Seminar **2 credits**

These interdisciplinary seminars are intended to develop integrating insights through an analysis of topics chosen from different disciplines. Often they are taught by two faculty members or by a visiting lecturer who holds one of the endowed chairs at the university. Although these seminars are part of the Aquinas Scholars program, any student who receives the permission of the instructor(s) may enroll on a space-available basis. (IDSC 479 is used if the seminar has been approved to partially fulfill a requirement in the core curriculum.)

481 Seminar in International Studies
Directed readings and discussions on political, economic and historical aspects of the international system and the completion of a major research paper on a specific topic to be chosen in consultation with the instructor. The seminar will feature guest lecturers in political science, economics and history.

483, 484 Seminar **2 credits**

485, 486 Seminar

See the description of these courses at the beginning of the “Curricula” section of this catalog.

487, 488 Topics **2 credits**

489, 490 Topics

The subject matter of these courses will vary from year to year, but will not duplicate existing courses. Descriptions of these courses are available at www.stthomas.edu/registrar/onlineschedule.html.

Cross-College Courses and Programs

491, 492 Research	2 credits
493, 494 Research	
See the description of these courses at the beginning of the "Curricula" section of this catalog.	
495, 496 Individual Study	2 credits
497, 498 Individual Study	
See the description of these courses at the beginning of the "Curricula" section of this catalog.	

International and Off-Campus Programs

Study Abroad Programs (SABD)

Stevenson (International Education Center), director

The University of St. Thomas encourages its students to incorporate international experience into their academic plans and offers a wide variety of overseas opportunities that serve as an integral part of a student's degree program. These opportunities encompass a wide range of options, including length of stay (semester, academic year, January, spring-embedded or summer), course selection and geographic locale. The staff of the International Education Center assists students in identifying study, work or travel programs appropriate to the individual's desires and goals. See Study Abroad Website for current year program listing:

www.stthomas.edu/studyabroad

Students may not apply for nor participate in a Study Abroad program while on academic or disciplinary probation.

Short-term Study Abroad and Off-Campus Programs

The University of St. Thomas offers a number of two-to-six week, faculty-directed programs during January, spring break or summer term. January Term Abroad programs are sponsored by the University of St. Thomas or UMAIE, a seven-member consortium which provides a broad disciplinary and geographic January curriculum.

January Term Programs

All courses for the following January are announced in February. Enrollment period extends from early April through late October. Students must be in good academic and disciplinary standing with the university in order to apply or participate. Individual programs may have additional criteria for acceptance.

Spring-Embedded Programs

A limited number of spring courses have an off-campus component 'embedded' in the semester, usually traveling during spring break.

Summer Programs

Students may study abroad during the summer through a co-sponsored program, or by participating in a faculty-directed course (similar to January Term). Students must apply by early March for all programs.

Semester/Year Abroad

St. Thomas offers a wide variety of semester and year-long programs around the world, including programs sponsored by St. Thomas, co-sponsored programs or direct enrollment in a university abroad.

London Business Semester

The University of St. Thomas sponsors a fall semester program in London for business majors and minors. Students, accompanied by one or more St. Thomas business faculty members, take regular St. Thomas business and liberal arts courses, as well as complete the BUS 200 Community Service requirement.

Liberal Arts Semester in Paris

A spring semester program in Paris, directed by a St. Thomas faculty member, offers students the opportunity to fulfill core curriculum requirements in the humanities (e.g. fine arts, philosophical and moral reasoning, faith and the Catholic tradition, historical studies, language and culture). Participants must complete at least one semester of French before beginning the program and continue to study French while abroad. This program is offered every two years.

Catholic Studies in Rome

Students in Catholic Studies may participate in St. Thomas' program in Rome for one or two semesters. Students are enrolled at the Angelicum, a pontifical university where they take courses in Catholic social thought, theology, and social justice, as well as Italian language. A St. Thomas faculty member directs the program on site and students live at the St. Thomas Bernardi residence.

Glasgow English Semester

English majors and minors, accompanied by a St. Thomas faculty member, study at the University of Glasgow in the spring. Students take two courses in English and/or English or Scottish Literature and one or two courses in another subject area (typically history, theology, or fine arts).