

# *Center for Integrative Studies*

[www.stolaf.edu/depts/cis/](http://www.stolaf.edu/depts/cis/)

*A center for programs that increase opportunities for students to make meaningful connections among the subjects, styles, and sites of their learning.*

**Annual Report ? June 9, 2004**

## **Individual Majors** ([www.stolaf.edu/depts/cis/individualized\\_majors.htm](http://www.stolaf.edu/depts/cis/individualized_majors.htm))

Students who pursue individual majors publicly declare the principle of coherence that binds the courses in their majors, thus giving life to a claim made in our mission statement that “each student at a liberal arts college must make the connections that make meaning for them” (*St. Olaf College 2000*, p. 27). They also present refreshing opportunities for faculty to collaborate with colleagues in other departments in support of unique majors.

Student Involvement. A relatively small number of students actually complete individual majors, but the existence of this invitation inspires large numbers of students to adopt a more intentional approach to a departmental major. In 2003-04 we had some degree of contact with about 100 students (ranging from a single conversation in some cases to extended discussions in other cases and of course successful proposals for majors in others). Nineteen proposals for individual majors were received by faculty review committees and approved. Fourteen individual majors were certified in the class of 2004, thirteen have been approved so far for the class of 2005, and five so far for 2006. (Appendix 1 provides a list of approved majors in the class of 2004.)

Academic Quality. This was a year of gratifying student accomplishments. The CIS appears to attract gifted, motivated students, who are drawn by the invitation to develop programs of major study that express their specific interests. Of fourteen CIS seniors, five were elected to Phi Beta Kappa, eight received their majors “with distinction” (based on the most rigorous gpa standards for distinction at the college), and five were nominated by their advisees for the Ken Bonde Award. The winners were Katie Schouten (“Conceptualizing Cultural Differences”) and Mike Bongard (“Computer Science”). It is hard to know whether this concentration of academic accomplishment was something peculiar this year, or the indication of an emerging standard of excellence. But it is clear that the opportunity to develop an individual major enables gifted students to accomplish exceptional work. The CIS also hosts a few academically troubled students, as well as students whose focus is simply elsewhere than on classroom pursuits, and even they have often produced remarkable work.

Experiential Learning. CIS majors appear to be at the cutting edge of the college’s commitment to experiential learning. The concept of individual majors stresses the desirability of integrating learning in classrooms with learning in other sites and circumstances. CIS students in the class of 2004 studied abroad with St. Olaf programs and in self-designed learning opportunities. They worked on small farms in Ecuador, in land acquisition offices of enormous corporations, in public health research projects, on the college’s sustainability task force, in physics research teams. More broadly, they learned by doing: they produced magazines, documentary films, college courses, oral histories.

Use of Curricular Assets. The CIS asks students to demonstrate that their proposed majors make wise use of existing resources, and do not merely duplicate existing programs. A review of the courses included in individual majors in the class of 2004 reveals that CIS students incorporate courses fairly evenly distributed across the curriculum; they take courses at every level; they take few on-campus IS/IR's; they do not as a group put undue pressure on any particular courses or departments. In short, their course selections do not appear to weigh more heavily on any particular part of the curriculum. (See Appendix 2.) The CIS is improving its database to be able to provide even more specific information about use of curricular assets in the future.

Patterns of Interest. Each year we observe patterns in students' interests. First, this year a cluster of interest in health related sciences became so pronounced that we consulted with Anne Walter and Dave Van Wylen, both about the most effective ways to advise students who seek to develop individual majors related to human health, and about the lessons to be learned from these students' apparent perceptions (and misperceptions) of the college's established programs and resources for supporting health related studies. Second, a familiar pattern of interest in media related subjects continued. Students sought novel ways to combine college resources in support of majors that studied media as well as majors that produced media. Bill Sonnega (along with others in the Fine Arts and Humanities faculties) has heroically supported many of these students. By agreement between us, he will limit the number of individual majors he takes as advisees in the future. Third, a significant group of students have expressed interest in individual majors closely related to environmental studies at the college, and we plan to confer with the faculty of the environmental studies department to insure that we serve those students appropriately. Fourth, the themes of social justice and peace studies continue to attract student interest. All these clusters of interest—human health science, media studies, environmental policy, and social justice—suggest the breadth of interest in these fields at the college; and this suggests we should be attentive to ways besides individual majors of supporting students in these pursuits.

Co-Curricular Involvement. CIS students remain deeply engaged in co-curricular life. They are RA's and JC's and TRIO mentors. They are active in alpine and nordic skiing, in the ballroom dance club, and in theater. They are leaders in the Peace and Justice Resource Network, and members of the student committee for the Peace Prize Forum. They write for the Mess and produce shows for KSTO. They are active in Campus Christian organizations.

Faculty Involvement. Our goal remains to have as many faculty as possible participate in some capacity, whether as adviser to a student with an individual major, as a secondary consultant to such a student, or simply as a member of a faculty review committee. This experience creates and strengthens the intellectual community of the college as a whole. Since 2001, 130 faculty members from 30 St. Olaf departments and 2 members of Carleton's faculty have been involved. (Appendix 3 summarizes faculty involvement.)

Library. Students in the CIS continued to benefit from the active involvement of St. Olaf College librarians in the development of major proposals, and the completion of senior projects.

**Web Portfolios** ([www.stolaf.edu/depts/cis/web\\_portfolios.htm](http://www.stolaf.edu/depts/cis/web_portfolios.htm))

On the advice of outside reviewers, we worked hard to develop standardized materials to inculcate the philosophy and practice of web portfolios, so that students' development of the portfolios would be less dependent on the hands-on enthusiasm of CIS faculty. Students continued to make strides in exploiting the potential of the medium. Portfolios completed by students in the class of 2004 are more consistently polished than in preceding years, though they

fulfill some of the criteria of excellence established by the CIS much better than others (that fact will provide direction for advising students in the class of 2005). See [www.stolaf.edu/depts/cis/webcommunity.htm](http://www.stolaf.edu/depts/cis/webcommunity.htm).

An ongoing goal for the CIS is to establish the most effective possible collaboration with staff of IIT in support of web portfolios. This year we were able to schedule individual appointments in the multimedia development center for CIS majors working on web portfolios, and this worked well for the students. We will continue efforts to insure CIS students make appropriate use of resources in the MDC and that they are supported by MDC staff. We will seek the help of IIT staff to hire technologically capable CIS student workers next year to work with CIS majors on their portfolios.

In 2004-05 we will pursue grant funding for a project that extends support for web portfolios into other majors outside the CIS, and that explores the use of web portfolios for understanding the outcomes of our general education curriculum.

**Topical Seminars** ([www.stolaf.edu/depts/cis/topical\\_seminars.htm](http://www.stolaf.edu/depts/cis/topical_seminars.htm)) and **Thematic Colloquia** ([www.stolaf.edu/depts/cis/Thematic\\_Colloquia.htm](http://www.stolaf.edu/depts/cis/Thematic_Colloquia.htm))

We offered and will offer a variety of topical seminars this year and next. These seminars fulfill the promise of offering opportunities for faculty to teach in areas of special interest to them, and examples for students of the limits and possibilities of interdisciplinary study. The interim interdisciplinary course on Mexico offered by Naurine Lennox and Bruce Nordstrom-Loeb for St. Olaf band members was a satisfying example of the ability of the CIS to respond quickly to short term opportunities and needs. We aim to offer a full complement of seminars (five) in 2005-06. (Appendix 4 lists topical seminars offered in 2003-04 and projected for 2004-05.)

The CIS offered two new thematic colloquia (see Appendix 4). Like his colloquium on “Security” last year, Bruce Benson’s colloquium on “Authenticity” was well received. We hope it will be possible for Bruce, and other colleagues, to offer other colloquia in the future.

**Linked Courses** ([www.stolaf.edu/depts/cis/linked\\_courses.htm](http://www.stolaf.edu/depts/cis/linked_courses.htm))

Last year, the CIS program of linked courses appeared moribund. However, through the Lilly Program, the CIS sponsored a call for proposals for Linked Courses on Vocation. The Lilly Program funded one proposal for Steve Hahn and Colin Wells to offer two courses, “Discerning the Spirit in American Literature” and “Heeding the Call in American History,” as a way of creating a small learning community of students who focus closely on promises and perils in the fact that American history is in large part a story of people and groups acting according to a belief that they are following the call of God. The courses will be offered for the first time in the fall of 2005. Professors Hahn and Wells will each have one course release in the spring of 2004 to prepare the courses and make suitable administrative arrangements to support the pairing.

**Other Activities:**

Magnus the Good Award. In conjunction with the Center for Innovation in the Liberal Arts the CIS offered the second annual “Magnus the Good” Award, which seeks to encourage student-faculty collaboration in the pursuit of new learning. Xun Pomponio (Economics) and student Brendan Mrosak '06 received an award to support their project, “Taming the Yangtze: Sustainable Development Along the Yangtze River.” And Donna McMillan (Psychology) and student Caitlin Mosman '05 received an award to support their project, “The American Dream Uncovered: An Examination of Materialism as a Central Value.”

APPENDIX 1: CLASS OF 2004 INDIVIDUAL MAJORS AND SENIOR PROJECTS

STUDENT	MAJOR	ADVISER(S)	SENIOR PROJECT DESCRIPTION
Paul Aaron St. Louis Park, MN	Integrative Media Studies	Bill Sonnega	Paper: The Waves of Napster, tracing the history of the record industry, the effects of successive technological advances – from radio to file-sharing – and adjustments the industry has made.
Beth Bevis Eden Prairie, MN	Social Policy	Sheri Breen	Internship with land acquisition agent for Wal-Mart Minnesota. Research, web presentation on local development decisions from the perspectives of corporation, city government, and scholars in the field.
Michael Bonga Stillwater, MN	Computer Science	David Nitz, Dick Brown	Created data analysis program, Linefit, for the Physics Department's Molecular Beam Spectroscopy Project, using C++. Goals were to improve computing speed, increase stability, and achieve generality.
Elise Braaten Fairmont, MN	'Wild and Precious Life': Educating for an Ethic of Sustainability	Jim Farrell	Collaboratively designed and co-taught semester course, 'Campus Ecology: An exploration in practical idealism, ecological literacy, responsible citizenship, and transforming our world(s).
Kristi Brodhun Byron, MN	Psychological Perspectives on Health, Illness, and Medicine	Anne Walter, Deb Anderson	Paper and presentation, "The Role of Culture in the Formation of Health Beliefs Rural South India," from research into health education for Indian women on reproductive health and family planning.
Matt Florek Delano, MN	Human Anatomy and Physiology & Associated Health Sciences	Wes Pearson, Paul Jackson	Web portfolio presentation: "Exercise Endocrinology" to illustrate the biological interconnections and chemical regulation of the human endocrine system as the body undergoes exercise.
Jamie Lepore Rochester, MN	Bilingualism: Language and Culture	Dana Gross	Studied heritage language maintenance in Chinese-American communities in Minnesota. Investigated history of Chinese community schools, motivation of current students and parents, and possible barriers to language learning and maintenance for this generation.
Lisa Martin Owatonna, MN	Film Studies: Writing and Production	Gary Gisselmar	Wrote, directed, and edited an original short film, "The Weeder," shown at the St. Olaf One Acts Festival in May 2004.

CLASS OF 2004 INDIVIDUAL MAJORS AND SENIOR PROJECTS, page 2

STUDENT	MAJOR	ADVISER(S)	SENIOR PROJECT DESCRIPTION
Heather Scheiwe Fort Collins, CO	Narrative Understanding of Religious Identity	DeAne Lagerquist, Howard Thorsheim	Created, edited, published and distributed pilot issue of Alive Magazine for Young Women, a spiritually-directed magazine with content written by and for young women about ideas of narrative, identity, and relationships with God, self, and other.
Katie Schoute Oak Park, IL	Conceptualizing Cultural Differences	Tom Williams	Researched the history of St. Olaf's multicultural studies graduation requirement and what it and the ways students may choose to fulfill it say about how this academic community understands multiculturalism and multicultural education Organized forum for student discussion of multicultural experience and education.
Zac Smeltzer Indianapolis, IN	Rock and Roll: The Cultural Contexts of Popular Music	Steve Hahn	Oral history of the Minneapolis punk scene of the late 1970s/80s, research and interviews with musicians and producers involved in its development. Explored questions about the cultural conditions necessary to generate a successful music "scene".
Martha Steenberg Moscow, ID	Watershed Restoration Paradigm for American Liberation	David Booth	Web portfolio project: "Salmon Damned: A Nightmare of Still, Silent Rivers," analyzing the history of and current debate about the conflicting interests of hydropower, dams, recreations, hatcheries, and salmon and other wildlife in the Columbia River watershed.
Alicia Thompson Bloomington, MN	Religion, Gender and Environment	Dolores Peter	Three related analytical essays on topics in gender, religion, and environment: Tracing the Development of Ecofeminism; Women and Spirituality (women theologians); On Ecological Theology.
Jenny Vaydich Sioux City, IA	American Pursuits in a Postmodern Society	Bill Sonnega, Jim Farrell	Academic and field research on cultural ideology behind 'the American Dream' and its implications. Produced original short documentary from interviews with people on different backgrounds about their understanding and conception of the American Dream.

## Appendix 2

<b>DEPT/PROG</b>	<b>Course #</b>	<b># students</b>	<b>Course Title</b>
	Afr/Am 231		Africa and the Americas
	Am Con 101		Freedoms: 1629-1865
	Am Con 102		Democratic Vistas: 1800-1900
	Am Con 201		Remaking America: 1845-1945
	Am Con 202		Pursuit of Happiness 1920-2000
	Amer St 100		American Culture: Interdisc Persp
	Amer St 301		Sem: California Dreams
	Amer St 301		Sem: Consumer Culture
	Amer St 398		IR: Sustainable Futures
	ARMS 121		Intro to Amer Racial & Multicultural Studies
	ARMS 250		Topic: African-American Women's Experience in the 1960's
	Art 117		Foundation Digital Media (.50)
	Art 124		Foundation Photography
	Art 239		Video Art Production
	Asian St 111		Family and Self in East Asia
	Asian St 240		Talking in Japan/US
	Asian St 270		Visual Culture in Modern China
	Biology 137		Epidemic
	Biology 231		Microbiology
	Biology 233		Intermediate Genetics
	Biology 243	2	Human Anatomy & Physiology
	Biology 271		IS: South India Proj I
	Biology 272		IS: South India Proj II
	Biology 382		Immunology
	Chemistry 379	2	Biochemistry I
	Chinese 252		Advanced Chinese II
	Chinese 298		IS: Chinese Newspapers
	Chinese (ECNU)		Chinese Culture and Society
	Comp Sci 172		Principles Comp Sci
	Comp Sci 263		Ethics in Software Design
	Comp Sci 272		Software Design & Impl
	Comp Sci 274		Computer Organization
	Comp Sci 372		Data Structures
	Comp Sci 376		Programming Languages
	Comp Sci 378		Sem: Operating Systems
	Comp Sci 378		Sem: Client-Server Apps
	Comp Sci 398		IR: Secure Linux Project
	Econ 220		Economic Justice
	English 201		Literature of the Environment - Wolf Ridge
	English 251		Creative Non-Fiction
	English 253		The Moral Vision (Holden Village)
	English 257		Creative Writing I
	English 274		English Language and Linguistics
	English 275	2	Literature and Film
	English 276		Literature and the Environment

English 372		Creative Writing II
English 373		Advanced Creative Non-Fiction
Environ St 101		Culture of Nature
Environ St 137	2	Intro to Environmental Studies
Environ St 232		Environmental Policy and Regulation
Environ St 298		IS: Environmental Traditions
Environ St 399	2	Sem: Environmental Studies
History 242		African American History
History 250		Film and History
History 255		British India
History 260		Chinese Civilization
History 262		Japanese Civilization
History 270		Modern Middle East
History 314		Europe: Race, Gender & Medicine
History 338		Contemporary America
ID 232	2	Society, Ethics & Medicine
ID 255	2	Hospital Health Care
IS 203		Sem: Performance Studies
IS 209		Sem: Who Owns the Arts?
IS 250		Colloquium: Authority and Expertise (.50)
IS 294		Academic Internship
IS 298		IS: Film History and Criticism
IS 298		IS: Language Policy
IS 298		IS: Screenwriting
IS 391	9	<i>Senior Project I</i>
IS 392	14	<i>Senior Project II</i>
IS 398		IR: American Pursuits
IS 398		IR: Film Finance
IS 398		IR: Salmon Crisis
Math 220		Elementary Linear Algebra
Math 266		Operations Research
Media 160	2	Mass Media
Media 240		World Cinema
Media 260	4	Media and Contemporary Culture
Mgt St 229		Arts Management
Mgt St 250		Marketing
Mgt St 294		Academic Internship
Music 113		Theory I (.75)
Music 114		Theory II (.75)
Music 225		Music/Electronic Medium
Music 230		The Art of Music
Music 231		History of Jazz
Music 237		World Music
Music 345		Topic: American Music
Nursing 110		Nutrition & Wellness
O/C	2	Oregon Extension
O/C		Study/Service in S Korea
Philosophy 250		Biomedical Ethics

Philosophy 257	3	Topic: Environmental Ethics
Phys Ed375		Physiology of Exercise
Pol Sci 111	3	American Politics
Pol Sci 121		International Relations
Pol Sci 220	2	Analyzing Politics
Pol Sci 264		Latin American Politics
Pol Sci 270		Family Values
Pol Sci 272		American Constitutional Law
Pol Sci 276		Environmental Politics
Pol Sci 299		Topic: Urban Politics
Pol Sci 311		Sem: American Politics
Pol Sci 321		IR Sem: Globalization
Pol Sci 394		Academic Internship
Psych 121		Principles of Psychology
Psych 222		Issues in 1st & 2nd Language Acquisition
Psych 237		Cognition, Learning and Memory
Psych 238		Biopsychology
Psych 241	2	Developmental Psych
Psych 258		Knowing/Caring/Communicating
Psych 264		Abnormal Psych
Psych 271		Psych of Personality
Psych 375	2	Psych of Counseling
Psych 390		Sem: Brain & Language
Psych 390		Sem: Child Psych Development
Psych 390		Sem: Health Psych
Psych 390		Sem: Narrative Psych
Psych 390		Sem: Psych of Women
Psych 398		IR: Moral Development
Religion 208		Christian Theol & Human Existence
Religion 209		Intro to Feminist Theology
Religion 218		Liberation Theology
Religion 233		God and Faith/Autobiography
Religion 295		Religious Pluralism and the Nature of Community
Religion 399		Them: Conversions
Soc Wk 221		Social Work/Social Services
Soc Wk 258		Social Policy
So/An 123		The 70's and Beyond
So/An 124		Food, Work and Culture
So/An 126		Social Problems/Social Change
So/An 128		Intro to Cultural Anthropology
So/An 239		Contemporary Issues in Southeast Asia
So/An 241		Global Interdependence
So/An 243		Social Movements
So/An 244		Race/Class in American Culture
So/An 261		Gender in Cross-Cultural Perspective
So/An 265	2	Religion, Culture and Society
So/An 291		Sociological Theory
So/An 298		IS: Examining Boundaries

So/An 373  
Spanish 234  
Theatre 232  
Theatre 338

Ethnographic Research Methods  
Adv Interim Spanish-Costa Rica  
Intro to Directing  
Advanced Stage Direction

## APPENDIX 3

### FACULTY INVOLVEMENT IN THE CIS

Key: Besides serving as Advisers, faculty may serve the CIS as Consultants to students (C), on Faculty Review Committees (F), as Second Readers of senior integrative projects (S), and as consulting Librarians (L). \* designates first-time participation in 2003-04.

### CURRENT ADVISERS OF APPROVED INDIVIDUAL MAJORS (classes of 2004 - 2006)

L. DeAne Lagerquist  
Dana Gross (F)  
David Nitz  
Tom Williamson  
Anne Walter  
Bill Sonnega (4 stud, C)  
Wes Pearson  
Jim Farrell (C)  
Martha Harris  
Steve Hahn (S)  
David Booth (C, S)  
Bruce Dalgaard  
\*Dolores Peters  
Sheri Breen (2 students)  
Gary Wicks  
Gary Gisselman (C, F)  
\*Maria Kelly  
\*Judi Sateren  
\*Bonnie Sherman  
Joan Hepburn  
\*Jim McKeel  
Marc Robinson  
Chris Chiappari  
Karen Wilson  
\*Beckie Judge (F)  
Charles Taliaferro (C)  
\*Dave Van Wylen (S)  
\*Linda Berger

## **OTHER FACULTY PARTICIPATION IN INDIVIDUAL MAJORS IN 2003-04**

Howard Thorsheim (C, S)  
Elizabeth Hutchins (L)  
Pin Wan (S)  
Kris MacPherson (L)  
Dick Brown (C, S)  
Charles Priore (L)  
Solveig Zempel (S)  
Ted Johnson (C)  
Deb Anderson (C, S)  
David Lesniaski (L)  
Paul Jackson (C)  
\*Mark Allister (S)  
Dave Hagedorn (S)  
Beth Christensen (L)  
\*Charles Wilson (C, F)  
Mary Sue Lovett (L)  
Mary Carlsen (F, S)  
\*Jan Allister (F)  
\*Kathy Chadwick (F)  
Dave Ryan (F)  
\*Barbara Reed (F)  
\*Karna Hauck (F)  
\*Naurine Lennox (F)  
Jo Beld (F)  
\*Sarah Johnston (L)  
John Welckle (F)  
\*Kasia Gonnerman (L)  
\*Carolyn Anderson (C, F)  
Bryn Geffert (L)  
Donna McMillan (F)  
\*Kathie Shea (F)  
\*Doug Schuurman (F)  
\*Eric Fure-Slocum (F)  
\*Brian Bjorklund (F)  
\*Jim Heynen (C, F)  
Wendy Allen (F)  
\*Karen Gervais (F)  
\*Elizabeth Galbraith (F)  
Gene Bakko (F)  
\*Kendra Smith F  
Gordon Marino C, F

## **SUMMARY OF FACULTY INVOLVEMENT IN FACULTY REVIEW COMMITTEES**

Each Individual Major is approved by a Faculty Review Committee (FRC). Each FRC includes the student; the student's adviser; a faculty consultant (if the student has opted to recruit one); a librarian; at least one other faculty member recruited by the CIS; a student with an approved individual major; and the CIS director and program coordinator. The following table shows the number of faculty (and the number of departments) involved in FRC's since the Spring of 2000.

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Period	# FRCs	# Faculty Advisers	# Consultants	# Other Faculty	# Librarians
Fall03 – Spr04	19	17 (13 depts)	5 (4 depts)	21 (16 depts)	8
Fall02 – Spr03	15	14 (10 depts)	8 (8 depts)	15 (11 depts)	8
Fall01 – Spr02	18	17 (12 depts)	4 (4 depts)	19 (11 depts)	7
Spr00 – Spr01	20	16 (12 depts)	11 (8 depts)	18 (11 depts)	9

SUMMARY OF FACULTY INVOLVEMENT BY DEPARTMENT AND FACULTY

<b>FINE ARTS</b>	
Art	5
Dance	3
Music	4
Theater	4
<b>FA TOTAL</b>	<b>16</b>
<b>IGS</b>	
Asian Studies	2
Environmental Studies	4
Library (as advisers)	3
Linguistics Studies	1
Russ/Ctrl Eur	1
<b>IGS TOTAL</b>	<b>11</b>
<b>NSM</b>	
Biology	9
Chemistry	2
Computer Science	1
Math	2
Physics	2
Psychology	9
<b>NSM TOTAL</b>	<b>25</b>

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<b>HUMANITIES</b>	
Classics	1
English	12
History	10
Norwegian	1
Philosophy	7
Religion	12
Romance Languages	3
<b>HUM TOTAL</b>	<b>46</b>
<b>SAS</b>	
Economics	7
Education	6
Nursing	1
Phys Ed/Athletics	3
Political Science	7
Social Work	2
Sociol/Anthropol	6
<b>SAS TOTAL</b>	<b>32</b>
<b>OTHER</b> (not in total)	
College Writing	1
College Pastor	1
Carleton (Media Studies, Geology)	2

**Total Faculty Involved 130**

**Total Departments/Programs Involved 30**

APPENDIX 4

CIS CURRICULUM FOR 2003-04

**Fall, 2003**

Integrative Studies 209: "Who Owns the Arts"  
Karen Wilson (Theater)

Integrative Studies 250: Colloquium on "Ways of Knowing"  
David Booth (Religion)

**Interim, 2004**

Integrative Studies 230: "Modern Mexico: Tradition and Change"  
(course for St. Olaf Band members on interim tour)  
Naurine Lennox (Social Work) and Bruce Nordstrom-Loeb (Sociology/Anthropology)

**Spring, 2004**

Integrative Studies 208: "Geometry and Culture"  
Richard Allen (Mathematics)

Integrative Studies 210: "Life: Meaning and Mystery in Biology and Theology"  
Eric Cole (Biology) and David Booth (Religion)

Integrative Studies 250: Colloquium on "Authenticity"  
Bruce Benson (College Pastor)

PROJECTED CURRICULUM FOR 2004-05

**Fall, 2004**

Integrative Studies 211: "American Musical Theatre"  
Gary Gisselman (Theater)

Integrative Studies 250: "Tradition"  
David Booth (Religion)

**Spring, 2005**

Integrative Studies 212: "Sports, Religion, and American Values"  
Gary Wicks (Physical Education)

Integrative Studies 210: "Life: Meaning and Mystery in Biology and Theology"  
Eric Cole (Biology) and David Booth (Religion)

Integrative Studies 250: "Colloquium Topic TBD"