

Beloit College



Course Catalog
2025-2027

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Beloit College Course Catalog 2025-2027

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Mission & Goals

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Mission

Beloit College engages the intelligence, imagination, and curiosity of its students, empowering them to lead fulfilling lives marked by high achievement, personal responsibility, and public contribution in a diverse society. Our emphasis on international and interdisciplinary perspectives, the integration of knowledge with experience, and close collaboration among peers, professors, and staff equips our students to approach the complex problems of the world ethically and thoughtfully.

Goals

As a learning community, we value:

- The pursuit of knowledge through free inquiry
- The pursuit of personal, social, and intellectual development through multiple paths
- A spirit of collaboration, civility, and respect
- Creativity and innovation
- The educational benefits of engaging diverse perspectives, backgrounds, and identities
- Active, responsible citizenship
- Integrity of purpose and performance

As members of this community, Beloit College students develop:

- Passion for learning within and beyond the classroom,
- Depth and breadth of knowledge,
- An understanding of the significance of human accomplishments across cultures and time
- An understanding of the ways in which human communities operate and interact
- An understanding of scientific perspectives and processes
- An understanding of diverse cultures and the effects of culture on behavior
- An appreciation of aesthetics and the power of creative expression
- An awareness of the ways in which disciplines interact and overlap a core of essential skills for productive, meaningful engagement with the world: Effective written and oral communication, logical thinking, quantitative reasoning, information literacy, problem-solving, and judgment.

We accomplish these goals through a rigorous, coherent curriculum and comprehensive co-curriculum that emphasize:

- Engaged learning
- Collaborative learning
- Experiential learning
- Interdisciplinary and integrated learning
- International/global perspectives

Curriculum Overview

A Beloit College education prepares graduates to succeed in their careers and to contribute meaningfully to a diverse, ever-changing, and challenging world.

Students learn how to translate their rich college experiences into rewarding careers and community engagement. Through our curriculum and cocurriculum, we ensure that students acquire depth and breadth of knowledge, plus the transformative skills and practices we call Integrated Learning Outcomes, which explicitly connect students' college experiences with their futures.

Integrated Learning Outcomes are embedded into everything we do and are designed to prepare students to be:

- Effective communicators
- Productive collaborators
- Creative problem-solvers
- Professionally and intellectually agile

Educational Framework and Graduation Requirements

The Advanced Mentoring Program (AMP) provides a beginning framework for a Beloit education. Designed to support students as they begin their Beloit education, AMP matches students and their interests with a faculty member whose advising and course instruction provides an introduction to Beloit academics and acquaints students with opportunities, college life, and their peers.

Students attain breadth of knowledge through five domains and deepen their command of a particular academic discipline through a major. They develop cultural literacy by learning to understand the ways in which their social identities affect their perspectives and relationship to the world. Through its requirements, our curriculum also emphasizes writing skills, quantitative reasoning skills, and a beyond-the-traditional-classroom experience. In fulfilling the experience requirement, students extend their learning beyond traditional classroom experiences by putting their knowledge into meaningful practice through student-driven activity and/or immersion in a new setting; the application of skills; connection with others through engagement with communities, audiences, and/or professionals beyond the classroom; and reflection. Finally, through a capstone experience, students deepen and solidify their expertise in a particular field and bring together multiple threads of their educational experience, reflecting back on what they've learned and its value and meaning beyond Beloit. See Chapter 4 for descriptions of AMP courses.

Breadth Requirements (Accomplished through study in five domains)

Students explore multiple modes of knowing and understanding the world by taking individual courses located in each of the following five “domains” within their first four semesters:

Conceptual and Foundational Systems

This domain (“1S” in course descriptions) concerns the systems that provide the foundations for communication and discourse, scientific inquiry, and reasoning itself. Through regular practice, students begin to learn the rules of the system and how they can use them as tools. In these courses, students will recognize 1) the coherence of the system they are studying, 2) that they are working in a system that is one among many, 3) that they work with an incomplete understanding of the system that can be extended through further study and practice, and 4) that the rules of the system have a purpose as tools and the system as a whole has a purpose that allows for higher level thinking.

Examples of Conceptual and Foundational Systems courses may include mathematics, music theory, logic, and introductory modern and classical languages.

Artistic and Creative Practices

This domain (“2A” in course descriptions) concerns the intellectual processes and techniques used to generate a creative product. The learning goals of courses in this domain include 1) understanding and practicing basic skills, including technique and research that allow students to participate in their chosen medium, 2) recognizing the productive discomforts of creative risk-taking and experimentation, 3) considering the complex relationship between audiences and artistic work, 4) engaging new processes for the generation and development of work, and 5) developing and practicing self-assessment and peer critique through reflection and engagement with the classroom community.

Examples of Artistic and Creative Practices courses may include courses in computer visualization, entrepreneurship, dance technique, visual arts, music technique, creative writing, and theatre.

Social Analysis of Human Behavior

This domain (“3B” in course descriptions) concerns social analysis as a way of understanding human behavior. Students explore approaches and models that enhance our understanding of human behavior within a variety of cultural and social contexts, both contemporary and historical. This domain encompasses a range of methodological approaches, both qualitative and quantitative. Typically, courses offer theoretical/analytical approaches to the study of human behavior that relate to empirical data. These courses may also address the implications of social science research for public policy formation.

Examples of Social Analysis of Human Behavior courses may include history, anthropology, religious studies, economics, and political science.

Scientific Inquiry into the Physical and Biological Universe

This domain (“4U” in course descriptions) concerns scientific inquiry as an approach to comprehending the physical and biological universe. In these courses, students formulate and test hypotheses about the physical and biological universe by gathering, analyzing, and interpreting empirical data in laboratory and/or field settings. Students develop abilities to evaluate scientific evidence and may also develop an understanding of the applications of science for local, national, and global issues.

Examples of Scientific Inquiry into the Physical and Biological Universe courses are those that emphasize scientific inquiry in the study of the physical and biological sciences and biologically-oriented anthropology and psychology.

Textual Cultures and Analysis

This domain (“5T” in course descriptions) concerns the study and critical analysis of texts, examining the connections and coherence among their parts and the cultural, social, philosophical, and/or historical contexts from which they stem. Students learn how to engage texts, both as reader and respondent, and they develop the interpretative and analytic skills necessary for responsible engagement with texts.

Examples of Textual Cultures and Analysis courses may include literature, philosophy, history, and social sciences.

Skill Requirements

Intercultural Literacy

Students complete a minimum of 1 intercultural literacy-designated course (“C” in the online course schedule):

- Students’ awareness of their political, social, and cultural locations and the ways in which their cultural lenses affect how they understand and operate in the world is increased.
- Students engage in multiple assignments/activities with an intercultural literacy component.
- Instructors use classroom time, design assignments, and provide activities to advance intercultural literacy.
- Students have opportunities to reflect on the development of intercultural literacy as a lifelong process

Writing

Students complete a minimum of 3 writing-designated courses (“W” in the online course schedule):

- Students engage in substantial writing practice by completing multiple assignments/activities with a writing component.
- Instructors use classroom time, design assignments, and provide activities to address writing strategies and outcomes.
- Students draft and write in response to instructor feedback.

Quantitative Reasoning

Students complete a minimum of 1 quantitative reasoning-designated course (“Q” in the online course schedule):

- Students engage in multiple assignments/ activities with a quantitative reasoning component.
- Instructors use classroom time, design assignments, and provide activities related to quantitative strategies and outcomes.
- Students revisit and improve quantitative reasoning skills in response to instructor feedback.

Beyond-the-Traditional-Classroom Experience (Experience Requirement)

All students complete the Experience requirement (E), usually during their sophomore or junior year. Complementing their participation in AMP, Centers, Schools, and capstones, these experiences beyond the traditional classroom enhance students’ career readiness. Students connect these experiences with their classroom learning and transfer the skills developed in these experiences into other settings. Students may find existing activities or design their own in collaboration with faculty or staff.

To meet the Experience requirement, experiences must include all of the following features:

1. Immersion: substantial experience(s) featuring student-driven activity and/or immersive engagement in a new setting
2. Application of Skills: application of knowledge and skills in context(s) beyond the traditional classroom
3. Connection with others: engagement with communities, audiences, and/ or professionals beyond the traditional classroom
4. Reflection: reflection on the experience

Note that experiences beyond the traditional classroom do not need to occur off-campus.

The Experience requirement may be met in any one of five ways. The experience must total the equivalent of at least 1 unit of academic credit, although earning academic credit is not required.

E-designated Courses (“E” in the online course schedule)

Some courses are structured to incorporate a significant experience beyond the traditional classroom. Students who successfully complete a unit of such courses will have satisfied the Experience requirement. While some capstones may qualify as E-designated credits, note that a single capstone unit may not simultaneously satisfy both the Experience requirement and the capstone requirement.

Research Project or Creative Work

Students engage in a substantial research or creative project, especially in the junior or senior year. Research may take one of many forms, depending on the discipline, and is especially valuable for students who may continue in a research-oriented career or graduate study. Students who wish to earn academic credit for their work may sign up for a special project with an E designation with a faculty or staff sponsor. This option carries a department/program prefix. The equivalent of 1 unit of credit is required to meet the Experience requirement.

Internship

Internships may take place on- or off-campus and may be credit-bearing or not. Some campus jobs may be pre-designated as E, and others may be converted to E activities in collaboration with faculty or staff. Off-campus internships require a Beloit faculty or staff sponsor. Students register for PRAX 200 or 201. Credit may be accumulated over multiple semesters: 90-150 hours = 1 unit; 45-89 hours = .5 unit; etc. The equivalent of 1 unit of credit is required to meet the Experience requirement.

Study Abroad/Off-Campus Study

This experience must be arranged through the Global Experience Office (GEO) and students must complete the preparation and reflection activities required by GEO in order to qualify for the Experience requirement.

Synthesis of Multiple Experiences

Students connect one or more experiences beyond the traditional classroom with their academic development. These experiences may include co-curriculars, work, off-campus activities, campus or community leadership, and/or internships or off-campus study not formally arranged through Beloit College. In the synthesis, students reflect on their experiences through a culminating project: a public presentation, exhibit, publication, or performance. Overseen by faculty or staff sponsor. Activities contributing to the synthesis should be the equivalent to at least 1 unit of credit, although earned credit is not required.

Capstone Experience

All students complete a capstone experience, typically in their final year. The primary goal of the capstone requirement is to help students apply and articulate what they have learned at Beloit College in ways that will make them better practitioners of the liberal arts. Capstone experiences emphasize integration and synthesis of theory, practical experience, and content of courses previously taken. Such experiences can be located within a major, but they can also be more broadly focused.

Degrees Offered

The Bachelor of Arts and Bachelor of Science degrees are conferred by Beloit College upon completion of the prescribed requirements.

The degree normally awarded is that of Bachelor of Arts. Those whose major field of concentration is in the natural sciences (biology, biochemistry, chemistry, geology, and physics) may elect to receive the Bachelor of Science degree if they present a minimum of 4 units in science and/ or mathematics and/or computer science outside their major department.

Students whose major field of concentration is mathematics or computer science may elect to receive the Bachelor of Science degree if they present a minimum of 4 units in the natural sciences. Students whose major field of concentration is health and society or health sciences may elect to receive the Bachelor of Science degree if they present a minimum of 8 units in the natural sciences and/or mathematics and/ or computer science. This election is normally made at the time of the selection of the major field of concentration and must be made prior to the beginning of the senior year.

Degree Requirements

A student may choose to be governed by the degree requirements enumerated in any one of the following three catalogs: a) the catalog at the time of entrance; b) the catalog at the time of declaration of major; or c) the catalog at the time of graduation.

The following are the current requirements for the bachelor's degree:

- 1. Completion of the college's writing requirement:** All students must complete a minimum of 3 designated writing courses. ("W" in the online course schedule.) Courses used for the writing requirement may not be used for the quantitative reasoning or intercultural literacy requirements.
- 2. Completion of the college's quantitative reasoning requirement:** All students must complete a minimum of 1 designated quantitative reasoning course. ("Q" in the online course schedule.) The course used for the quantitative reasoning requirement may not be used for the writing or intercultural literacy requirements.
- 3. Completion of the college's intercultural literacy requirement:** All students must complete a minimum of 1 designated intercultural literacy course. ("C" in the online course schedule.) The course used for the intercultural literacy requirement may not be used for the writing or quantitative reasoning requirements.

Each of the above requirements must be satisfied with a different course.

- 4. Completion of the college's liberal arts breadth requirements.**

All students must complete the college's liberal arts breadth requirements by completing at least .75 unit or 2 courses. Each domain requirement must be satisfied by a different course prefix (e.g., PSYC, BIOL, HIST, CRIS). All requirements should normally be completed by the end of the student's fourth semester. Students may not be granted junior status until they have completed these requirements.

The five domain requirements are:

- a. Conceptual and Foundational Systems (“1S” in course descriptions),
- b. Artistic and Creative Practices (“2A” in course descriptions),
- c. Social Analysis of Human Behavior (“3B” in course descriptions),
- d. Scientific Inquiry into the Physical and Biological Universe (“4U” in course descriptions),
- e. Textual Cultures and Analysis (“5T” in course descriptions).

5. Completion of the college’s experience requirement.

All students must complete the experience requirement, usually during the sophomore or junior year, that totals the equivalent of at least 1 unit of academic credit involving student-driven activity and/or immersion in a new setting; the application of skills; connection with others through engagement with communities, audiences, and/or professionals beyond the classroom; and reflection.

The Experience requirement may be met with an activity that meets the E requirements, such as:

- E-designated course (“E” in the online course schedule)
- Substantial research or creative project
- An on- or off-campus internship
- Study abroad or off-campus study arranged through the Global Experience Office, or a an E-synthesis project with a public presentation, exhibit, publication, or performance.

For additional information, see “Curriculum Overview” in the previous section of this chapter.

6. Completion of a capstone experience.

All students must complete a capstone experience (.5 or 1 unit of academic credit). (“CP” in course descriptions.) Capstone experiences occur after the fourth semester, typically in a student’s final year. Each program or department identifies one or more opportunities for its majors to fulfill the capstone requirement. While some capstones may qualify as Experience designated credits, a single capstone unit may not simultaneously satisfy both the experience requirement and the capstone requirement.

7. Completion of a specific departmental or interdisciplinary major

All students must complete a departmental or interdisciplinary major with a cumulative grade point average of at least C (2.000) calculated using all full or fractional courses required for the departmental or interdisciplinary major. Majors require at least 8 units, and self-designed interdisciplinary majors require at least 12 units. Majors may not require more than 11 units in any one department and may require no more than 15 units total, including supporting courses. Completion of a major requires certification by the appropriate committee, department, or program that all credit- and non-credit-bearing requirements of that major have been met.

8. At least 31 units of earned credit.

All students must have at least 31 units of earned credit, with a cumulative grade point average of at least C (2.000) for all Beloit courses attempted.

Such credit is granted on the basis of work done at Beloit, credit by examination, CEEB advanced placement and credit by examination, GCE A-level examination, IB examination, or work done elsewhere and accepted on transfer (see “advanced placement and advanced placement credit” in chapter 5 and www.beloit.edu/offices/registrar/transfer-ap-gce-ib-credit/).

- a. At least 16 units must be completed at Beloit College.
- b. No more than 2 units of credit earned elsewhere may be transferred to Beloit during the senior year.
- c. No more than 13 units with any one course prefix may be counted toward the total of 31 units required for graduation.
- d. No credit shall be granted for repetition of a course for which credit has previously been earned, unless the course is designated as repeatable.

- e. No more than 4 units of coursework offered in physical education, recreation, and athletics (PEC, PERC) may be counted toward the 31 units required for graduation. A maximum of 1 of these 4 units may be PERC coursework.
- f. No more than a total of 1 unit of teaching assistantship (395) may be counted toward the 31 units required for graduation.
- g. No more than a total of 2 units of English as a Second Language (ESL) may be counted toward the 31 units required for graduation.

Those students who elect a minor must, in order for the minor to be officially awarded, achieve a cumulative grade point average of at least 2.000 in courses presented in fulfillment of the minor.

Additional information

Transfer credit

Students may transfer credit from courses taken elsewhere, prior to or after matriculation at Beloit College, with the following limitations:

- Only 1 out of the 3 courses required for the writing requirement may be a transferred course,
- The intercultural literacy requirement must be fulfilled at Beloit College,
- AP/IB/GCE A-level credits may not be used to meet domain, skill, experience, or capstone requirements.

Degree Expectations

Students will be expected to complete at least 2 units (or equivalent non-credit-bearing activities) involving study or experience of a language and/or culture not their own, and of the relations between nations or other global entities in a global context.

For a summary worksheet of degree requirement guidelines, see www.beloit.edu/offices/registrar/.

Academic Regulations

General Course Information

Numbering: Courses are numbered according to level of difficulty, based on prior preparation and knowledge expected. Courses numbered in the 100 range require the least prior preparation, whereas courses numbered in the 300 range require the most.

Unit of Credit: Course credit is recorded in units. Full unit courses meet for a minimum of 150 minutes per week for the semester or the equivalent amount of time if the course meets for less than the full semester. Some courses include additional time for class meetings, laboratories, studio, and other activities, but students do not earn additional units for these activities.

For a one-unit course, students are expected to spend 12 hours per week in course-related activities, including work both in and out of the classroom, laboratory, or studio. Courses meeting for fewer hours each week or requiring less outside work may be assigned a fraction of a unit of credit.

Most units of credit are awarded by the college in traditional courses as described above, but some are awarded in other types of courses or in less usual formats, such as off-campus study, special projects, etc. Units of credit for such experiences are determined considering contact hours, duration, and/or learning outcomes compared with a 1-unit course. Policy related to internship credit may be found on the Career Works website: www.beloit.edu/offices/career-works/.

Prerequisites: Prerequisites, if any, are listed at the end of each course description. Students may elect courses without having passed the stated prerequisite courses only with written approval of the instructor concerned. Students in good standing who do not qualify for a particular course on the basis of prerequisites may, with the instructor's prior approval, audit the course without charge.

Special Projects: Special projects are numbered 390 and may be taken for .25-1 unit. Sophomore status is normally required.

Teaching Assistantships: Qualified junior and senior students may earn academic credit by assisting in college courses. Students may earn no more than a total of 1 unit of teaching assistantship (395) within the 31 units of credit required for graduation. A student may be a teaching assistant in any particular course only twice for credit. Teaching assistants receive one-half the credit assigned for the course assisted.

Class Attendance

1. Attendance at classes is required and is considered an essential component for each course. As an in-person, residential college we believe that classroom attendance is a minimum requirement to support our mission to empower students to “lead fulfilling lives marked by high achievement, personal responsibility, and public contribution in a diverse society” (Mission Statement). Our classrooms are communities of learning, and in order to be fully effective, students must attend in-person, be prepared for class, and be ready to participate. Failure to attend classes may affect the final grade, depending on the policy of the instructor of each course.
2. Prior to a course’s add deadline, if a student has missed half or more of the scheduled class sessions, and either no reason for the absence(s) has been offered, or else the instructor determines that the reasons for this absence (provided to the Dean of Students Office or directly to the instructor) do not justify continued enrollment in the course, an instructor may, in consultation with the student’s advisor, drop the student from the course. The instructor shall submit a drop card to the registrar’s Office signed by the instructor. It is the responsibility of the instructor to notify the student and at least one of their academic advisors that they have been dropped from their course. *Note: The intent of this policy is to enable faculty, during the first week of classes, to enroll a waitlisted student in place of an enrolled student who has absences as described above. If a student does not plan to attend a class, they should follow regular drop procedures unless they have received written notice that they have been officially dropped from the class.*
3. Each instructor should submit an alert slip and/or report to the associate dean of students any excessive number of absences which, in the opinion of the instructor, affect the student’s work. Once a student has missed two continuous weeks of a course, instructors must submit an alert slip and/or report to the associate dean of students to ensure appropriate communication before the student is considered for an administrative drop from the course (see #5). Negligence in attendance indicates that the student is not attempting to fulfill course requirements. Continued indifference to attendance obligations may result in separation of a student from the college. A student who discontinues attendance in a course without officially withdrawing may receive an “F” in the course.
4. When a student has an emergency (death in the family, severe illness, or other compelling circumstances), the student should notify the Dean of Students Office, which shall inform the various administrative offices and the student’s instructor(s) and advisor(s) about the absence. However, all absences, including emergencies, are evaluated by the instructor. It is the student’s responsibility to notify the instructor in advance whenever possible about an absence. In all cases, the student is responsible for course work missed. If an absence is likely to extend beyond two continuous weeks of class meetings, the student must consult the Associate who will confer with the student’s faculty members and advisor. If faculty members are approached by students regarding an extended absence, they should refer them to the Associate .
5. Due to federal regulations and reporting requirements, a student who is unwilling or unable to attend/engage in one or more courses regularly may be administratively dropped from those courses. If a student misses two continuous weeks of attendance in/engagement with a course, the associate dean of students, in consultation with the registrar and in communication with the faculty member and students’ advisor(s), may begin the process of contacting a student to determine if an administrative drop from the course is warranted. If the student does not begin attending/engaging in the course after these efforts, the administrative drop process will occur if the student has not attended or otherwise engaged in the course for at least three weeks. The student will be informed that they are no longer registered for the course. Students who drop below full-time status as a result of

an administrative drop may be administratively withdrawn from the semester unless they receive permission from the associate dean of students and registrar to remain on part-time status. Students who have been administratively withdrawn from the semester will be notified by the Dean of Students Office in person, if possible, and/or by email.

6. For the latest federal definition of course attendance/engagement, consult with the registrar or Student Financial Aid Office. While in-person attendance is a fundamental part of the learning experience, there will be times when students must miss class. It is the responsibility of the student to communicate with faculty proactively when missing class.
7. Excused absences for religious holidays must be arranged by students in advance with individual faculty members. Faculty members are encouraged to be sensitive to students' religious preferences, and will, if at all possible, accommodate student requests for an excused absence. Faculty members will also make every effort not to schedule exams or quizzes on religious holidays when a student's desire to observe that holiday has been expressed. However, the final decision to schedule an exam or quiz rests with the faculty member.
8. Absences for students with abilities that impact class attendance must be arranged through the Learning Enrichment and Disability Services director. Once the student has established the need through the director, the director and the faculty member will establish attendance and assignment accommodations that are reasonable. Faculty are encouraged to be sensitive to disability needs, and will, when reasonable, accommodate students' disability-related needs.

Academic Honesty

In an academic institution, few offenses against the community are as serious as academic dishonesty. Such behavior is a direct attack upon the concept of learning and inquiry and casts doubts upon all measures of achievement. Beloit insists that only those who are committed to principles of honest scholarship may study at the college. (See the Student Handbook for policy.)

Academic Advising

Each student is assigned a faculty advisor to assist with program planning, course selection, career choices, academic progress, and personal development. The advisor encourages the student to develop the ability to make responsible decisions. First-year students will be assigned their AMP Intro course instructor as their advisor and will remain with that advisor until the end of their sophomore year. When a student declares a major, his or her advisor will be a faculty member within the department or program.

Disability Services

A student with a disability who seeks accommodations should contact the director of the Learning Enrichment and Disability Services Office to discuss documentation and appropriate accommodations and/or services. The Disability Policy for Students can be found in Chapter IV of the Administrative Policy Manual and on the website (along with more information) at www.beloit.edu/offices/leads/disability-services/.

Course Selection and Changes

All academic programs of the college are open to all students who meet (or who have had waived) the eligibility requirements.

Course Load

The normal course load at Beloit College is 4-4.25 units. To be considered full-time, a student must be registered for at least 3.0 units, unless approval is received from the advisor and the registrar. To be considered three-quarter time, a student must be enrolled for at least 2.25 units. To be considered half-time, a student must be enrolled for at least 1.50 units. Prior to the first day of class for any given term, a student may register for a maximum of 4.75 units.

On or after the first day of classes for a given term, students wishing to elect units in excess of 4.75 may do so with the written authorization of both the major advisor and the registrar. Such approval requires that the student have a minimum grade point average of 3.200 and no incompletes. Approval shall be made only after evaluating the student's academic progress and the reasonableness of his or her program. **No student may register for more than 5.50 units in either the fall or the spring term.** Students seeking an exception to this policy may petition the Academic Performance Committee.

For details and deadlines, see: www.beloit.edu/registrar/.

Dropping and Adding Courses

In order to register and add/drop courses, a student must be cleared by their advisor. After the end of the first week of the term, any changes in course selection must be approved by the student's advisor and the course instructor. Adds after the published deadlines on the academic calendar must also be approved by the registrar and are assessed a \$25 per course late fee.

A course dropped at any point prior to the beginning of the second half of the course will be expunged from the student's record. If a course is dropped after this date, the grade of "F" will be recorded unless a late drop or the grade of "WP" has been approved by the Academic Performance Committee upon petition from the student.

Students intending to drop courses must indicate their intent to the registrar prior to the drop deadline by submitting a drop card signed by the instructor and advisor. Failure to turn in the signed card on time will result in a fine of \$25 for each course dropped at a later date. The request for a late drop must be submitted to the Academic Performance Committee, along with substantiation or verification of the extenuating circumstances. If the request is not approved, the student must be graded in the course. A petition for a late drop will be considered only if the request is submitted within one calendar year from the end of the semester in which the student was enrolled in the course.

Academic Standing

Classification: Regular undergraduate students who matriculate at Beloit College are classified as first-year students, sophomores, juniors, or seniors, depending on course units earned and are assigned an expected year of graduation according to the following schedule:

First-year: fewer than 7 earned units,
Sophomore: 7 to 14.999 earned units,
Junior: 15 to 22.999 earned units,
Senior: 23 or more earned units.

Special students and auditors are classified as such upon admission. Students who wish to accelerate and graduate ahead of their assigned year of graduation may have their classification changed with the approval of the registrar. Readmitted students will be classified upon re-entrance to the college on the basis of expected year of graduation. Students transferring to Beloit College with advance credits from other schools are classified and assigned a year of expected graduation according to the schedule above.

Standards of Academic Progress: A student is expected to maintain at least a 2.0 cumulative grade point average and to be accumulating units under the normal course load of 4-4.25 units at a rate consistent with achieving 31 units by the end of eight semesters. A student may be given a probationary period if either of these expectations is not met.

At the end of each term, the Academic Performance Committee reviews the grades of all students who have not met standards. Each case is reviewed individually, but the Academic Performance Committee is guided in its decisions by certain minimal standards.

Any student may be warned, placed on probation, placed on academic suspension, or dismissed at any time by the Academic Performance Committee for marked deficiency in scholarship or for continued absences from classes.

Academic Warning: Students may be placed on academic warning for excessive incompletes and/or a term average between 2.0 and 1.85.

Academic Probation: Students may be placed on academic probation for a term average below 1.85; a cumulative grade point average less than 2.0; or two consecutive semesters of term averages between 1.85 and 2.0. Probationary status may endanger the continuation of financial aid.

Suspension and Dismissal: Students with extremely low term or cumulative averages are subject to the actions of academic suspension or academic dismissal. A student may be dismissed or placed on academic suspension without having been placed on warning or probation the previous semester. A student may be placed on academic suspension if both the semester and cumulative grade point averages are significantly below a 2.0 but not low enough to meet dismissal criteria. A student may be subject to academic dismissal if his or her cumulative grade point average at the end of the semester is below 1.0 after the first term; below 1.5 after the second term; below 1.65 after the third term; below 1.8 after the fourth term; below 1.85 after the fifth term; or below 1.9 after the sixth term. A student is subject to academic dismissal for a semester of all "F" grades.

Normally first-term, first-year students are not dismissed for academic deficiency, but are instead warned, put on academic probation, or suspended. However, the Academic Performance Committee may dismiss first-year students if its findings indicate such action to be appropriate in the individual case.

The actions of academic suspension and dismissal may be appealed by writing to the Academic Performance Committee. Decisions normally will not be changed, except in cases of extenuating circumstances. An adverse opinion on the appeal may then be appealed to the dean of the college.

Academic Performance Committee: The Academic Performance Committee, composed of faculty and administrators and chaired by the dean of students, is charged with monitoring academic performance. The committee also acts on individual petitions from students with regard to academic regulations, probation, and dismissal. All students have the right to petition the Academic Performance Committee to waive any academic requirement.

A student seeking an exception to an academic regulation (e.g., late withdrawal from a course) must petition the Academic Performance Committee.

The student's request must be in writing and must indicate the way(s) in which the regulation works to the student's disadvantage. In most instances, a statement of support from one or more faculty members (the student's advisor, the instructor of the course) must accompany the request. All requests are reviewed individually, and the committee may grant an exception to the regulation if it believes the request has sufficient merit.

Readmission

Students who have been dismissed or who have withdrawn voluntarily may apply to the Academic Performance Committee for readmission to the college. Those who have been dismissed may apply for readmission no earlier than one year after the dismissal. Students may be readmitted on the approval of the committee, which will consider each application on an individual basis. Students seeking readmission should contact the dean of students. Students who interrupted their enrollment for military service will be readmitted upon application.

Academic bankruptcy: A student who has been readmitted after an absence of one (1) year (two terms) or more, and whose previous academic record was deficient, may, at the time of readmission, submit a request to the Academic Performance Committee that previous work at Beloit be re-evaluated by the registrar on the same basis as credits offered in transfer. A minimum of 16 units of credit for graduation must be completed at Beloit College after a student is readmitted. Students who interrupted their enrollment for military service and have been readmitted are not required to complete 16 units after readmission.

Grading

Range of Grades: Grades are awarded within a range from “A” through “F,” in which “A” signifies unusual ability and distinctive achievement; “B” signifies articulate, above-average performance; “C” signifies satisfactory performance; “C-”, “D+”, and “D” signify passing work below the standard required for graduation; and “F” signifies failure to achieve credit.

Beloit College employs a 4.0 grading system. Grade points per unit are awarded as follows: A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), D+ (1.3), D (1.0), F (0.0).

Grades in all courses at Beloit College shall be included in the computation of the cumulative grade point average, with the following exceptions: a) courses designated CR/NC, as announced prior to the course offering; b) repeated courses; c) courses taken as part of a study abroad program approved through the Committee on International Education.

Students who complete graded courses at Beloit College prior to matriculation as a degree-seeking student may choose to convert their grade from the assigned letter grade to CR/NC at any point prior to the completion of their fourth full-time semester at Beloit. Students seeking this change must notify the registrar in writing, and they must provide a letter of support from their advisor.

Other grades

AU: Audit notation given when, with the consent of the instructor at the beginning of the course, the student attends the course without intention of maintaining graduation standards of performance, but does maintain a standard of performance that the instructor conceives as adequate for an audit. Audited courses may not be converted into credit courses. Laboratory, studio, and applied music courses normally may not be audited.

CR: Credit earned at a satisfactory level (“C” or better) but not assigned an evaluation.

I: Incomplete (see “Incompletes” below).

NC: No credit (given only in CR/NC courses).

RF: Indicates satisfactory repetition in a subsequent semester of a previously failed course (see “Repeated Courses” below, for full description).

S: Satisfactory (given only for registered athletic participation).

X: Notation used for work not yet evaluated. A mark of “X” will be replaced by any other mark subsequently reported.

U: Unsatisfactory.

WP: Passing withdrawal notation granted upon petition of a student during the second half of a course, when withdrawal is approved by the Academic Performance Committee after the instructor of that course certifies that the student is doing passing level work at the time of withdrawal.

Repeated Courses: Students may repeat a course if they received a grade of “D+” or lower. Credit for the grade from the most recent course attempt will be used in calculating the grade point average and earned unit count. Credit for the previous course attempt will be set to zero; the previous grade will not be used in determining the grade point average. The letter grade will appear on the transcript with an “R” prefix.

The grading policy on repeated courses:

1. Applies only to courses taken at Beloit College
2. Applies to “topics” courses only if the same topic is repeated. A “topics” course is one that may be repeated for credit if the topic is different
3. Does not apply to music lessons and music ensembles
4. Does not apply to dance courses that may be taken twice for credit

Faculty of the repeated course will be able to determine if/ when a student may repeat the course. Enrollment in a repeated course is subject to availability of and space in the course, which are not guaranteed.

Incompletes: Incomplete grades shall be granted only in cases of serious illness or injury, family crisis, or some other substantiated unforeseen circumstance beyond the control of the student that would make it impossible to complete all course requirements by the end of the semester. Incompletes are only an option if the student has extenuating circumstances that occur in the last two weeks of a traditional term, or if the student experienced extenuating circumstances earlier in the term and was unable to catch up with the work, despite good faith efforts to do so. An incomplete is intended for special circumstances where students have a very limited number of remaining assignments due. A student may not receive an incomplete for a course because of failure to complete required assignments on time and/or because of a significant number of absences occurring during the course of the term.

Students who believe they can demonstrate a legitimate need for an incomplete should:

1. Obtain a Request for an Incomplete form from the Registrar's Office.
2. Seek instructor approval to take an incomplete and establish the terms.
3. Return the form to the Registrar's Office.

The earliest a student may apply for an incomplete is two weeks before the last day of classes; the last day for a student to complete this process is the last final exam day. In cases of illness or injury occurring at the end of the semester, notification from the Dean of Students' Office staff to the registrar will suffice to initiate the process.

Unless the instructor stipulates a shorter time period for completion of the work, an incomplete must be satisfied within eight weeks of the last final exam day of the semester. In exceptional cases (e.g., lengthy illness) the instructor may petition the Academic Performance Committee or its designee to extend the period of the incomplete.

A regular letter grade will be recorded upon notification by the instructor to the registrar. Incompletes normally will convert to the grade of "F" at the end of the eight-week period unless a request for an extension has been approved. As long as an "I" remains on the student record for a course, a student may not be enrolled for credit in any course that has that course as a stated prerequisite. A student may not graduate while an "I" remains on the record.

Student Records, Grade Reports, and Transcripts

Grade Reports: Grades are reported to students, their faculty advisors, and the dean of students at the end of each term. Reports of unsatisfactory work are made to students and their advisors as may be required. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, the college has a responsibility to maintain the privacy of academic records. At the end of each semester, grade reports are available to students for viewing through the Portal, the web-based interface to the Jenzabar administrative database used at Beloit College. A student may request in writing that final grades be sent to the parent(s).

Transcripts: The college maintains records for each student, both for campus reference use and as a service to the student. These records are cumulative both in time and in interest, including not only an academic record of each term the student is in college, but also information on honors received, financial needs, and educational and occupational plans.

Permanent records are confidential between the student and the college. Students may request transcripts of their permanent academic records at any time; however, transcripts will not be released without the student's authorizing signature and approval from the Accounting Office. Requests for transcripts may be submitted online using the instructions found at www.beloit.edu/offices/registrar/transcripts-diplomas-verification-letters/. A fee is charged for each transcript issued.

In accordance with FERPA, students who wish to review records, files, documents, and other materials that are maintained by the college and contain information directly related to the student may do so by appointment with the registrar. Students may challenge information which they consider inaccurate or misleading, and if the custodian of the record refuses a request for modification or removal of the information, the student may file an appeal or place a written explanation of the challenge in the file.

College “directory information” may be made available to the public unless a student acts to restrict such release by written notice to the registrar by the end of the first week of classes during any given semester. “Directory information” includes the student’s name, address, telephone listing, date of birth, academic major, participation in officially recognized sports and other activities, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended, and enrollment status (part time/full time).

Transfer Credit and Credit by Examination

Transfer Credit: No more than 15 units (60 semester hours/90 quarter hours) of transfer credits will be applied toward the Beloit degree. Work done elsewhere will be recorded in equivalent credit units (where a unit equals 4 semester or 6 quarter hours). Transfer credit will apply only toward the total number of units required for graduation. Grades from transfer courses will neither be recorded on the transcript nor included in the Beloit grade point average. No more than 8 units of distance learning coursework (e.g. extension, correspondence, or online) will be allowed toward the degree. With advance permission of the advisor and the registrar, enrolled students in good standing are permitted to take designated courses at other accredited colleges and universities and to transfer credit earned in such courses to Beloit College without payment of extra fees to Beloit. Beloit degree requirements and any field of concentration restrictions concerning transfer credit must be observed. No more than 2 units of credit may be transferred during the senior year, except with the approval of the Academic Performance Committee. Official transcripts of such work should be presented as soon as possible after completion.

Note: Normally at least half of the courses used toward fulfillment of major requirements must be completed at Beloit College. Determination of the number of transfer credits used toward major requirements is made by the chair of the major department, in consultation with the registrar. Students who expect to use transfer credits to fulfill major requirements should consult with the major department. This consultation should occur at the earliest possible time.

Credit by Examination: In some cases, credit for a course may be earned by examination if the department or program offering the course considers it appropriate. The word “examination” is taken to mean any form of evaluation required by a department and may include as much written, laboratory, studio, or other type of evidence as is normally required of students who are regularly enrolled in the course. If such evidence is not required, the examination should involve methods of evaluation equally rigorous. A department may suspend credit by examination in particular terms, if required by the absence of particular faculty members from campus.

Interested students may obtain from the department titles of books normally used in the course and a course syllabus or other information about course content. Students who believe that they have the necessary knowledge, preparation, or background to establish credit by examination shall make an application to the appropriate department chair no later than the end of the second week of the semester. If there is a reasonable chance to establish credit, the department chair shall arrange for the examination, together with all relevant material required by the department, to be completed no later than the exam period for that course. Credit by examination shall be evaluated as “satisfactory” (equivalent to a grade of “C” or above) or “unsatisfactory” and shall be recorded on the permanent record if satisfactory. Failures will not be recorded. A student attempting credit by examination shall not be entitled to formal instruction in the subject matter of the course. A fee is charged for a successfully completed credit by examination. The current applicable fee is listed on the Accounting Office website.

Diplomas

Students receive their diploma after they have completed all graduation requirements and been certified for graduation. A diploma cannot be released if the Student Accounts Office has placed a financial hold on the student’s account.

Academic Honors

General Honors: Graduation with honors is determined by the student’s Beloit College cumulative grade point average, computed at the time of graduation. To be graduated cum laude, a student is required to have earned a grade point average of 3.400; to be graduated magna cum laude, a student is required to have earned a grade point average of 3.600; to be graduated summa cum laude, a student is required to have earned a grade point average of 3.800. Such honors are recorded on the student’s diploma and permanent

record.

Departmental Honors: Departmental honors work offers the promising student individual counsel and supervision in the accomplishment of a creative or scholarly project, pursued with intensity and freedom that is seldom possible in the classroom. Intended to encourage and reward independent thought, intellectual maturity, and distinguished academic achievement, independent study leading to departmental honors is offered by all departments of the college.

Honors work is open to any student who, in the judgment of the department concerned, is promising enough to do it adequately, has earned at least a “B” average in the major, and has completed six terms of credit work.

Departmental honors work centers upon the writing of a thesis or the undertaking and satisfactory completion of some creative or scholarly project approved by the department concerned. Departments may also require an examination and other requirements and may withhold the awarding of honors if the student’s work is not of honors quality.

The requirements for Departmental Honors are:

- The consent of the department chair, normally given not later than the beginning of the first term of the senior year.
- A minimum of 1 and a maximum of 2 courses of honors work to be completed for credit and to be recorded as departmental honors.
- Recognition of achievement in departmental honors is recorded on the student’s permanent record. The chair will furnish the registrar with the names of those students to whom departmental honors are to be awarded. Those who do not receive honors may be given course credit for their work.

Note: Individual departments may have additional guidelines or qualifications for departmental honors. Students should consult with the department/program chair.

Dean’s List: A student who attains at least a 3.400 cumulative grade point average for the semester will be placed on the dean’s list.

The student must have taken at least 3 graded units for the term and may not have received a grade of “F” or “I” in any course that semester. Students on academic probation or with incompletes from previous terms cannot earn dean’s list recognition.



Majors & Minors

Majors and Minors

Anthropology

Anthropology Major (10.5 units)
Anthropology Minor (6 units)

Art

Studio Art Major (11 units)
Studio Art Minor (6 units)

Asian Studies

Asian Studies Minor (6 units)

Athletic Training Dual Degree Program

Athletic Training Dual Degree Program

Biochemistry

Biochemistry Major (11 units)

Biology

Biochemistry Major (11 units)
Biology Major (11.5 units)
Environmental Biology Major (11.5 units)
Biology Minor (6 units)

Chemistry

Applied Chemistry Major (11 units)
Biochemistry Major (11 units)
Chemistry Major (11 units)
Environmental Chemistry Major (13 units)
Chemistry Minor (5 units)

Cognitive Science

Cognitive Science Major (11.5 or 12 units)
Cognitive Science Minor, Computer Science Concentration (6 units)
Cognitive Science Minor, Philosophy Concentration (6 units)
Cognitive Science Minor, Psychology Concentration (6 units)

Computer Science

Computer Science Computer Science Major (12 units)
Computer Science Minor (6 units)

Critical Identity Studies

Critical Identity Studies Major (10 units)
Critical Identity Studies Minor (6 units)
Religious Studies Minor (6 units)

Data Science & Data Analytics

Data Analytics Major (10.5-12 units)
Data Science Major (14.5-15 units)

Economics & Business

Business Management Major (11 units)
Economics Major (13 units)
Quantitative Economics Major (13 units)
Entrepreneurship Minor (6 units)
Finance Minor (6 units)
Marketing Minor (6 units)
Sports Management Minor (6 units)
Finance Dual Degree Program

Education & Youth Studies

Education and Youth Studies Major (9 units)
Education and Youth Studies Minor (5 units)
Teacher Certification Program

Engineering

Engineering Core for 3-2 and 4-2 Programs (10 units)
Engineering Program (4-2)
Engineering Program Major (3-2)

English

Creative Writing Major (10 units)
Literary Studies Major (10 units)
English Minor (6 units)

Environmental Studies

Environmental Biology Major (11.5 units)
Environmental Chemistry Major (13 units)
Environmental Communication and Arts Major (12.5 units)
Environmental Geology Major (12.5 units)
Environmental Justice and Citizenship Major (12.5 units)
Environmental Studies Minor (6 units)
Environmental Sciences

European Studies

European Studies Minor (6 units)
Finance Dual Degree Program
Finance Dual Degree Program

Geology

Environmental Geology Major (12.5 units)
Geology Major (11.5 units)
Geology Minor (5 units)

Greek, Latin, and Ancient Mediterranean Studies

Ancient Mediterranean Studies Major (10 units)
Greek and Latin Studies Major (12 units)
Ancient Mediterranean Studies Minor (6 units)

Health & Society

Health and Society Major (13 units)
Health and Society Minor (6 units)
Kinesiology and Movement Minor (6 units)

Health Sciences

Health Sciences Major (13 units)

History

History Major (10 units)
History Minor (6 units)

Interdisciplinary Studies Program

Self-Designed Integrative Learning Majors (12-15 units)
Self-Designed Interdisciplinary Studies Majors (12-15 units)
Self-Designed Integrative Learning Minors (6 units)
Self-Designed Interdisciplinary Studies Minors (6 units)

International Relations

International Relations Major (13-15 units)

Journalism

Journalism Minor (5 units)

Kinesiology and Movement

Kinesiology and Movement Minor (6 units)

Latin American & Caribbean Studies

Latin American and Caribbean Studies Minor (6 units)

Law & Justice

Law and Justice Minor (5 units)

Mathematics

Mathematics Major (12 units)
Mathematics Minor (5.75 units)

Media Studies

Media Studies Major (10 units)
Visual Studies Minor (6 units)

Medieval Studies

Medieval Studies Minor (6 units)

Modern Languages & Literatures

French and Francophone Studies Major (12-14 units)
Japanese Language and Culture Major (12.5 units)
Spanish Language and Culture Major (13 units)
French and Francophone Studies Minor (6 units)
Japanese Minor (6 units)
Spanish Minor (6 units)

Museum Studies

Museum Studies Minor (6 units)

Nursing Dual Degree Program

Nursing Dual Degree Program

Performing and Applied Arts

Performing and Applied Arts Major (12 units)
Performing and Applied Arts Minor (6 units)

Pharmacy Dual Degree Program

Pharmacy Dual Degree Program

Philosophy

Philosophy Major (9.5 units)
Philosophy Minor (6 units)

Physics & Astronomy

Physics Major (11 units)
Physics Minor (6 units)

Political Science

Political Science Major (13 units)
Political Science Minor (6 units)

Psychology

Psychology Major (12 units)

Religious Studies

Religious Studies Minor (6 units)

Sociology

Sociology Major (11 units)

Visual Studies

Visual Studies Minor (6 units)

Anthropology

Anthropology integrates perspectives from the social sciences, humanities, and natural sciences to better understand human diversity across time and space. Students learn to embrace connections among human history, culture, and biology in order to tackle social problems, empower communities, and confront challenges to our environment.

Our program provides students with strong foundations in cultural anthropology (the study of contemporary cultures and social organization), archaeology (the study of cultures and social organization from material remains), and biological anthropology (human biological and evolutionary diversity). Advanced courses, independent research, and field experiences allow majors and minors to focus their studies in preparation for a wide range of careers, including education, technology design, law, medicine, social work, public health, urban planning, market research, forensics, and cultural resource management.

Anthropology Faculty

- Jason Alley
- Shannon M. Fie
- Robert André LaFleur
- Leslie Lea Williams

Anthropology Major (10.5 units)

1. Ten and one-half departmental units (at least 6 of which must be Beloit College units):
 - a. The three foundational introductory courses (100, 110, and 120), which should be completed by the end of the sophomore year.
 - b. A specific intermediate course: Anthropology 201.
 - c. Three additional courses of at least .75 units each from the essentials category (200-250). Optional: one course for this requirement can be fulfilled by an intermediate-level non-English language course such as Chinese 115A, French 210, Japanese 115, Russian 115A, Spanish 210 or a higher-level course taught in those languages.
 - d. Anthropology 380 (.5) (Senior Capstone).
 - e. Three additional units of elective anthropology courses chosen in consultation with the advisor, one of which must be from the 300-level.
2. Supporting courses: No single set of courses is relevant to every anthropology major; however, students with specialized interests in certain areas within anthropology may be advised to complete relevant courses in the humanities, natural sciences, and/or other social sciences. Courses in statistics, competence in a field relevant language, and proficiency in computer-based data analysis are urged. Interdisciplinary minors in museum studies and area studies are especially relevant to a major in anthropology. Students interested in graduate work in anthropology should pay special attention to these recommendations as well as complete an honors thesis in their senior year.
3. Writing/communication requirement: Communication within the discipline of anthropology occurs through writing, photography and filmmaking, oral reports, multimedia productions, and the creation of posters that convey information.
4. Anthropological writing includes a wide variety of styles and genres, including expository essays, laboratory reports, research results, ethnographic note-taking, cultural description, and creative fiction. A certain amount of reflexivity is expected in all anthropological writing; that is, the writer must communicate to the reader an awareness of the ways in which writing itself constructs and conveys the message or information. Writing of various sorts is built into the anthropology major. Foundational courses (100, 110, 120) introduce students to the diversity among anthropological subfields and the writing styles that accompany each. Anthropology 100 requires essay writing, and students learn the style of laboratory reports in 120. Each component of the intermediate and foundational courses requires students to write in a style appropriate to the discipline and incorporate theoretical analysis. The elective courses require students to think, analyze, synthesize, and present their results in writing. A number of courses also require that students present the results of their work orally. Students who intend to go to graduate school are strongly encouraged to complete an honors thesis.

Anthropology Minor (6 units)

1. Six departmental units (at least 4 of which must be Beloit College units):
 - a. Two foundational courses chosen from Anthropology 100, 110, or 120.
 - b. One course from the essentials category (200-250).
 - c. Three elective anthropology courses, chosen in consultation with the advisor, 1 of which must be at the 300-level (only one special project may count here).

Categorization of Anthropology Courses

- Foundational (100, 110, 120)
- Essentials (200-250)
- Intermediate Electives (251-299)
- Advanced Electives (300-399)

Notes for Anthropology Majors

Participation in fieldwork courses, overseas experience, and foreign language is strongly recommended.

Students who have earned (post matriculation) at least 1 unit of language credit at the required level in a course or language not listed, including ancient languages, may petition the department to have that course counted.

Anthropology Courses

ANTH 100. Society and Culture (1). An introduction to cultural anthropology, which is the study of human cultures, both historical and contemporary. Students analyze the ways in which social categories are imagined, reproduced, and grounded within particular historical and geographical contexts around the world, in order to understand how humans create meaning through everyday practices. (3B) Offered each semester. Prerequisite: preference given to first-year and sophomore students.

ANTH 110. Archaeology: Lessons from the Past (1). All human societies face challenges, including those relating to power, identity, conflict, health, sustainability, and climate change. Yet our understandings of these challenges are not neutral, and archaeology often has been complicit in constructing and perpetuating misrepresentations. In this course, we begin with an introduction to basic archaeological methods, as well as the major trends of the past. We then consider how different theoretical approaches are produced within particular historical and social contexts that affect the ways we understand the past, often to the detriment of descendant communities. Throughout the remainder of the class, we examine case studies to better understand how societies responded to specific challenges, but also how a more inclusive archaeology can provide unique lessons for addressing such issues in the present and future. (3B) Offered each semester. Prerequisite: preference given to first-year and sophomore students.

ANTH 120. The Human Animal (1). An introduction to physical anthropology, which surveys the major components of the field: primatology, fossil evidence and evolution, osteology, and contemporary human diversity and genetics. Lectures and laboratory. (4U) Offered each semester. Prerequisite: preference given to first-year and sophomore students.

ANTH 201. Research Design: Sophomore Seminar in Anthropology (1). An examination of how research is designed, conducted, and evaluated in archaeology, biological anthropology, and cultural anthropology. Topics addressed include how anthropological research questions are developed, challenges and impediments to field work, ethical issues that arise, approaches to and methods of data collection, and ways in which different information is used to assess research questions. Offered every year. Prerequisite: two 100-level foundational courses chosen from Anthropology 100, 110, 120.

ANTH 206. Social and Cultural Theory (1). An examination of the various ways in which the concept of culture has been defined in, and defines, anthropology. Special emphasis on the relationship between culture and evolution, American cultural anthropology, British social anthropology, and postmodernism. Offered each year. Prerequisite: Anthropology 100.

ANTH 208. Ethnographic Methods (1). This course introduces students to the basics of ethnographic research methods and the epistemological, political, and ethical debates around them. Throughout the semester, students engage in exercises that are essential to participant-observation and data collection: reading about and experimenting with particular methods, as well as reflecting on their experiences. Offered every year. Prerequisite: Anthropology 100.

ANTH 216. Principles of Archaeology (1). Consideration of the different approaches used to recover, describe, analyze, and interpret archaeological materials. The primary objectives of the course are to provide an overview of the major theoretical and methodological issues that characterize the continuing development of modern archaeology; to critically examine how theory, method, and data are integrated in archaeological research; and to consider archaeologists' responsibilities to the public, as well as to descendant communities. Offered alternate years, fall semester. Prerequisite: Anthropology 110.

ANTH 217. Pots and People (1). An examination of the many ways in which ceramics inform our understanding of human behavior, such as changing foodways, group affiliations, craft specialization, and trade. Students learn the basic methods used to document, analyze, and transform ceramic data into meaningful statements about the present and past. Offered occasionally. Prerequisite: Anthropology 110 and 201, or consent of instructor. (Also taught as Museum Studies 217)

ANTH 218. Archaeological Laboratory Techniques (1). A selected series of analytical problems, including ceramic and lithic technology, provides experience with the basic methods used in the processing and analysis of archaeological materials. Offered occasionally. Prerequisite: Anthropology 110 and 201, or consent of instructor.

ANTH 225. Mortuary Archaeology (1). Mortuary archaeology is the study of human funerary practices across space and time. This course will investigate the theoretical foundations of archaeology, as well as the methods archaeologists use to understand how people treat their dead. In particular, we will focus on the different ways in which the dead influence the living in both prehistoric and historic contexts. Topics to be covered include memorials and memorialization, political (mis)use of graves, mass graves, and bioarchaeology. Readings, lectures, discussions, presentations, projects, and papers will allow students to examine mortuary archaeology from multiple perspectives. Offered even fall semesters. Prerequisite: Anthropology 110.

ANTH 230. Human Osteology (1). A detailed examination of human skeletal anatomy, growth, and development. Emphasis is given to techniques useful in demographic reconstruction of past populations. Lectures and laboratory. Offered occasionally. Prerequisite: Anthropology 120 or consent of instructor.

ANTH 240. Quantitative Theory and Technique (1). An introduction to quantitative and material considerations in anthropological theory. Quantitative analysis of data is stressed, including elementary parametric and nonparametric statistics and elementary data processing. Offered odd years, spring semester. Prerequisite: Anthropology 201; or two 100-level anthropology courses and Computer Science 111; or consent of instructor.

ANTH 242. Medical Anthropology (1). This course explores the biocultural basis of health and disease in a cross-cultural perspective. We use the concept of adaptation as a means to evaluate the biological and cultural components of health and disease. We will focus on both applied and basic research interests in medical anthropology. Topics to be covered include: the relationship between diet and health, the biology of poverty, gene-infectious disease-environment interactions, the epidemiological transition, the relationship between health beliefs and health behaviors, indigenous vs. Western medical practices, and the role of medical practitioners and their patients in various medical systems. (3B) Offered alternating years. Prerequisite: Anthropology 100 or 120, plus 1 course from biology, psychology, or an additional anthropology course; or consent of instructor.

ANTH 247. Anthropological Research in Museums (1). Museums are valuable research resources in all subfields of anthropology. In this course students learn how anthropologists conduct research in (and on) museums. Readings, written and oral assignments, field trips, and guest presentations supply a broad overview of museum anthropology. Students conduct individual and group research projects using Logan Museum resources as well as material at other museums. (Also listed as Museum Studies 247.) Offered even years, fall semester. Prerequisite: Anthropology 201.

ANTH 253. Queer Ethnography (1). This class focuses on queer social life from the situated vantage points of ethnography. Students examine desires, disenfranchisements, and queer forms of community across cultural locales, sociosexual landscapes, and gendered realities. Conversations focus on the theoretical, methodological, and representational issues faced by ethnographers in situations ranging from Black ballroom culture in Detroit to lesbian and gay activism in New Delhi to trans and nonbinary lifeworlds in Shreveport. Prerequisites: Anthropology 100, Critical Identity Studies 101 or permission of instructor.

ANTH 257. Secularism and the Colonial Project (1). This seminar investigates the relationship between secularism and colonial systems of domination. Recent scholarship on secularism reveals its historical foundations in the colonial construction of religiosity as inferior to and opposed to modernity, rationality, progress, freedom, and a whole host of other “secular” values. Students explore the theoretical underpinnings of these arguments in order not only to better understand the construction of political, social, and personal realities, but also to recognize and critique their own assumptions through comparative study. In the process, students use these theoretical tools to analyze media representations, political documents, polemical writings, and campus norms. (Also listed as Religious Studies 309.) Prerequisite: Critical Identity Studies 101 or Religious Studies 101 or Anthropology 100.

ANTH 275. Intermediate Selected Topics in Anthropology (.5, 1). Special aspects or areas of anthropology based on the particular interests and experience of the instructor. Course content and title will vary with the instructor. May be repeated for credit if topic is different. Offered occasionally. Prerequisite: varies with topic. At least one 100-level anthropology course will be required. The 3B domained version of this course is Anthropology 276.

ANTH 308. Bodies (1). This advanced seminar looks at bodies as sites of pleasure, objects of anxiety, sources of pain, and corporeal environments where new and ongoing knowledges about ourselves are registered. Bringing cultural anthropology and medical anthropology into conversation with the perspectives of philosophy, cultural studies, queer critique, trans studies, performance studies, and creative nonfiction, students work collaboratively on projects that speak to seminar themes and engage their talents as thinkers and writers. (Also listed as Health and Society 308.) Prerequisites: Junior or senior standing and Anthropology 100, Anthropology 242, Critical Identity Studies 101 or permission of instructor.

ANTH 310. Objects, Technologies, and Stuff: Approaches to Material Culture (1). Material culture studies focus on the forms, uses, and meaning of objects, images, and environments in everyday life. Once primarily the domain of archaeology, material culture is now central in many fields of study. This course examines how the intersections of different interests and approaches influence the ways anthropologists understand the tangible products of human behavior, including how objects went from being passive residues of economic behavior to dynamic social actors. Through readings, discussions, hands-on engagements, and individual research, students will appreciate the major theoretical and methodological shifts surrounding such topics as object production, consumption, identity, social agency, and technological choice. (Also listed as Museum Studies 310.) Offered occasionally. Prerequisites, junior or senior standing; and either Anthropology 201 or Museum Studies 275.

ANTH 323. Anthropology of Sex and Reproduction (1). This course examines current issues in human sexual behavior and reproduction (both biologically and culturally) utilizing an anthropological perspective. Most broadly defined, anthropology is the study of humans, and anthropological investigations strive to know who we are, how we came to be, and where we are headed. In an evolutionary sense, sex and reproduction are intimately tied to our Darwinian fitness. The course’s approach enables the study the interrelatedness of biological, behavioral, cultural, social, and political aspects of human sex and reproduction. Students examine issues such as new reproductive technologies, the biology and culture of pregnancy and childbirth, mate choice, menopause, sexual dysfunction, and sex/gender anomalies through readings, lectures, films, and class discussions. (Also listed as Health and Society 323.) (3B) Prerequisite: junior or senior standing, and Anthropology 100 or 120.

ANTH 330. Paleopathology (1). Paleopathology is the study of disease in the past, combining method and theory from archaeology, medicine, and bioanthropology to enhance understanding of human health and well-being. In this course, disease will be discussed in its many facets, with particular emphasis on how pathological conditions manifest in skeletal tissue and a central focus on the cultural, biological, and evolutionary characteristics of past and present human health. We will discuss a range of topics, from congenital and infectious diseases to degenerative conditions and traumatic injury, to comprehend the major debates,

key knowledge, and theoretical perspectives of paleopathology as an anthropological discipline. Readings, lectures, discussions, presentations, activities, and papers will allow students to examine multiple aspects of human disease and integrate their own interest into a final research project. (Also listed as Health and Society 330.) Prerequisites: Anthropology 120; Anthropology 230 or Biology 256.

ANTH 335. Topics in Bioarchaeology (1). This upper division seminar investigates how cultural and environmental processes have affected human bodies in the past. Specific topic shifts each semester, but emphasis is placed on understanding the social determinants of health in past populations and their present-day correlates. Students engage with readings from archaeology and bioarchaeology to examine communities around the globe and curate a museum exhibit using these themes as a final project in the class. Prerequisites: students must have taken Anthropology 110 and 120 and have junior or senior standing.

ANTH 375. Advanced Selected Topics in Anthropology (.5, 1). Special aspects or areas of anthropology based on the particular interests and experience of the instructor. Course content and title will vary with the instructor. On occasion the course may be interdisciplinary and partially staffed by a department other than anthropology. Recent examples include the following: the Emergence of Social Complexity, Chinese History and Culture, the Culture of Management in East Asia, Hunters and Gatherers, Pacific Genders, and Japanese History and Culture. May be repeated for credit if topic is different. Offered occasionally. Prerequisite: consent of instructor.

ANTH 380. Senior Capstone: Anthropology in the Real World (.5). Anthropological methods and perspectives have significant relevance to the world in which we live. As the culmination of the Beloit anthropology experience, this class engages students in synthesizing their anthropological knowledge and experiences and in applying them to critically address a “real world” issue or problem. (CP) Offered each fall and occasionally spring semester. Prerequisite: Anthropology 201, senior standing, and a declared anthropology major or minor.

ANTH 390. Special Project (.25 - 1). Individual study under faculty supervision and/or research on an anthropological problem selected by the student. Prerequisite: sophomore standing.

ANTH 392. Honors Thesis in Anthropology (.5, 1). The writing of a substantial paper based on an independent project. Qualified students may apply; department faculty will select a limited number of honors candidates each year. Prerequisite: Anthropology 201, senior standing, and a declared anthropology major or minor.

ANTH 395. Teaching Assistant (.5). Work with faculty in classroom instruction. Graded credit/no credit.

ANTH 396. Teaching Assistant Research (.5). Course and curriculum development projects with faculty.

Art

The department of art offers a major and a minor in studio art. The purpose is to lead students to appreciate, understand, and develop creatively in the visual arts. Studio art courses provide a conceptual and process-oriented approach to artmaking. Art history courses build connections between art and society.

Art Faculty

- Joy Beckman
- Scott Espeseth
- Drew Thelke
- George Williams

Studio Art Major (11 units)

1. Nine departmental units:
 - a. Art 103 and 115.
 - b. Art History 245.

- c. Five units of studio courses in a minimum of two media.* Of the 5 courses:
 - i. At least 2 must be 200-level.
 - ii. At least 1 must be 300-level.
 - d. Art 384 and 385 (.5 each): Senior seminar must be taken in the fall and spring terms, and each student's senior exhibit occurs in his or her last term in residency. While the exhibit is on display, art faculty conduct an oral examination with the student.
2. Two supporting units:
 - a. Two elective units chosen from Art History 110, 210, or 250, or Media Studies 100, 110, or 250, or Philosophy 232.
 3. Writing/Communication requirement: The department of art teaches and refines skills that are essential for navigating our image-saturated world. Studio art and art history majors are engaged in interpreting, utilizing, and contributing to visual culture; developing the skills of visual, verbal, and written communication is an essential component in these endeavors. Through formal and informal writing assignments, oral presentations, and group critiques, students gain a level of comfort and ease in self-expression and effective communication.

*Students intending to certify to teach in schools are advised to distribute these units across a wide range of media, in consultation with their advisor.

Studio Art Minor (6 units)

1. Five units of studio art courses chosen in consultation with the advisor. At least 1 must be a 100-level course, 1 must be a 200-level course, and 1 must be a 300-level course.
2. One supporting unit chosen from Art History 110, 210, or 250, or Media Studies 100, 110, or 250, or Philosophy 232.

Art Courses

ART 103. Introduction to Sculpture (1). This studio course introduces the fundamentals of three-dimensional design. It stresses line, plane, and volume and the ways these elements occupy and activate space. Additionally, principles that transform viewers' interpretations and realize artistic intent are addressed through the use of unifiers, modifiers, symbols, metaphors, and embellishments. This course combines studio projects, class discussions, readings, and slide lectures with group critiques. Art appreciation is also a component of this course. (2A) Offered each semester. Prerequisite: first-year standing or declared studio art major or minor. Course fee is \$50.00.

ART 115. Introduction to Drawing and Design (1). This studio course introduces the basic concepts, techniques, and processes of design and drawing. Pencil, ink, collage, charcoal, and other media are used to foster a comprehensive understanding of the descriptive, formal, and expressive possibilities of drawing and design. Group and individual critiques. (2A) Offered each semester. Prerequisite: first-year standing or declared studio art major or minor, or consent of instructor. Course fee is \$150.00.

ART 117. Introduction to Digital Photography (1). This studio course introduces the basic techniques, processes, and creative possibilities of digital photography. Students will learn the expressive potential of light, composition, contrast, focus, and perspective. We will examine both the historical and aesthetic issues associated with the practice. Includes studio projects, lectures, assigned readings, class discussions, field trips, and individual and group critiques. (2A) Offered each semester. Prerequisite: continuous access to a digital camera with exposure controls and 5 megapixels. Course fee is \$150.00.

ART 125. Introduction to New Media (1). This course is designed to investigate the basic techniques, concepts, and practices of digital imaging, as well as to support students' conceptual development. The application of photographic and graphic-related software, such as Adobe Photoshop and Illustrator Creative Suite, are introduced in this course. It is also intended to strengthen critical and research skills through students' artistic productions. The course includes readings, class discussions, writing, slide presentations, individual projects, and group and individual critiques. (2A). Course fee is \$100.00

ART 135. Figure Drawing (1). This course focuses on observational drawing, particularly of the human figure. Working from live models, a diverse range of drawing processes and media are utilized in the development of a figurative vocabulary. Slides, critiques, and discussions center on figurative themes in art. (2A) Offered occasionally. Course fee is \$150.00.

ART 150. Specialized Media (.25 - 1). A studio course covering the techniques and concepts of media not included in the regular offerings of the art department, such as collage, installation, and performance art. (2A) Topics course. Offered occasionally. Course fee is \$100.00.

ART 176. Multidisciplinary Arts and Media Collaboration (.25 - 1). This topics course leads students through exploratory performance and installation projects. Students who identify with any creative practice (such as vocalists, instrumentalists, sound artists, poets, visual artists, multimedia artists, choreographers, programmers, etc.) share a collaborative environment in which they perform installations and pieces created together. The course may include weekly readings on devised performance, community development, and collaboration and/or work through structured exercises and improvisations to develop a group-specific creative language. The course culminates in a final public presentation of the collaborative creative work. All media styles and levels of experience are welcome. Students may repeat this course up to a total of 2 units of credit. (2A) (Also listed as Media Studies 276 and Performing and Applied Arts 276.)

ART 200. Etching (1). A studio course that introduces the techniques, history, and concepts of intaglio printing (or etching) as a visual medium of expression. Emphasis is on idea development and visual representation of specific concepts. This course challenges students conceptually, theoretically, and technically through provocative readings, slide talks, class discussions, and individual projects. Instruction includes all aspects of the print studio, health concerns, editioning, and care and presentation of prints. (2A) Prerequisite: any 100-level studio art course. Course fee is \$75.00.

ART 201. Screen Printing (1). This course serves as an introduction to the techniques, history, and concepts of screen printing (aka serigraphy) as a visual medium of expression. Class time is devoted to demonstrations of processes, lectures, discussions, critiques, and studio time with instructor feedback. Students learn safety and maintenance procedures of the printmaking studio. Course emphasis is on developing a body of work through critiques and discussions of screen printing in a contemporary art context. Prerequisite: any 100-level studio art course.

ART 202. Relief Printmaking (1). This course serves as an introduction to the techniques, history, and concepts of relief printmaking as a visual medium of expression. Class time is devoted to demonstrations of processes, lectures, discussions, critiques, and studio time with instructor feedback. Students learn safety and maintenance procedures of the printmaking studio. Course emphasis is on developing a body of work through critiques and discussions of relief printmaking in a contemporary art context. Prerequisite: any 100-level studio art course.

ART 205. Introduction to Painting (1). This course is an introduction and interrogation of the painting process. We investigate the ways in which a visual language is constructed and the importance of theory, philosophy, and practice. Students are introduced to the relationship between the intuitive and cognitive creative process. (2A) Prerequisite: any 100-level studio art course. Course fee is \$150.00.

ART 210. Intermediate Sculpture (1). This studio course emphasizes development of the student's own artistic voice through the creation of three-dimensional objects. Projects are structured to inspire conceptual development. Students learn to understand and situate their work within the context of contemporary art and theory while also learning about diverse materials and processes including mold-making, woodworking, and metalworking. Emphasis is on safe, efficient, and productive studio practices and tool usage in a working sculpture shop. Includes readings, slide talks, class discussions, writings, and critiques. (2A) Normally offered each fall. Prerequisite: any 100-level studio art course. Course fee is \$100.00.

ART 215. Intermediate Drawing (1). The emphasis of this course is placed squarely upon investigating a variety of drawing approaches, attitudes, processes, and materials. Students are challenged to create a visual vocabulary that explores the expressive, descriptive qualities of line, value, space, and media. We interrogate notions of drawing by confronting idea development, conceptual ways of knowing, and the development of skills and techniques. This is not an independent study course, thus the interaction found in presentations, demonstrations, lectures, and critiques addressing issues of content and structure is vital. (2A) Prerequisite: any 100-level studio art course. Course fee is \$75.00.

ART 280. Intermediate Topics in Specialized Media (.5, 1). A studio course covering techniques and concepts of media not included in the regular offerings of the art department. Course may include demonstrations, slide lectures, readings, critiques, and independent research. May be repeated for credit if topic is different. Prerequisite: one 100-level studio art course. Course fee is \$100.00.

ART 305. Advanced Painting (1). This course places an emphasis on the synergy between individual and group exploration in the student's media of choice. We identify and investigate the creation of individual expression and the cognitive structure of a visual vocabulary. The course asks students to challenge their perceptions and definitions of art in context of the contemporary art world. This is not an independent study course, thus the verbal and visual dialogue between students and professor is essential. Prerequisite: Art 205. Course fee is \$100.00.

ART 310. Advanced Topics in Sculpture (1). This studio course builds on conceptual, theoretical, and technical principles covered in Art 210. Students have greater latitude to explore their own concepts and media in individually directed projects through additional projects and exercises and through discussion and written work. This course also includes demonstrations of processes and individual research. Offered each year. Prerequisite: Art 210. Course fee is \$100.00.

ART 325. Graphic Design: Commercial Exploration and Experimentation (1). This course examines the visual relationship of content, aesthetics, and design for effective two-dimensional advertising and introduces students to the fundamentals and cultural ramifications of graphic design. Students use various programs in the art department computer laboratory as tools in assigned projects; they also research and study the historical/creative process of advertising. Course includes field trips to galleries, graphic design companies, and product manufacturers. (2A) Offered occasionally. Prerequisite: Art 115. Course fee is \$100.00.

ART 380. Advanced Topics in Specialized Media (.5, 1). A studio course covering the advanced techniques and concepts of media not included in the regular offerings of the art department. Course may include demonstrations, slide lectures, readings, critiques, and independent research. May be repeated for credit if topic is different. Offered occasionally. Prerequisite: at least one 200-level studio art course.

ART 384. Senior Seminar in Art 1 (.5). A course concerned with theoretical and practical issues related to the senior art exhibition, including installation practices and publicity. The course also covers career issues such as artist résumés, graduate school portfolio applications, and copyright law. A portion of the course addresses recent developments in art through guest lectures, discussions, and field trips. (CP) Offered each fall. Prerequisite: studio art major and senior standing. Course fee is \$25.00.

ART 385. Senior Seminar in Art 2 (.5). A course concerned with theoretical and practical issues related to the senior art exhibition, including installation practices and publicity. The course also covers career issues such as artist résumés, graduate school portfolio applications, and copyright law. A portion of the course addresses recent developments in art through guest lectures, discussions, and field trips. (CP) Offered each spring. Prerequisite: studio art major and senior standing. Course fee is \$25.00.

ART 390. Special Project (.25 - 1). Individual work outside the scope of the regular course offerings of the art department. Prerequisite: sophomore standing.

ART 395. Teaching Assistant (.5). Work with faculty in classroom instruction. Graded credit/no credit. Prerequisite: consent of instructor.

ART 396. Teaching Assistant Research (.5).

ARTH 110. Arts of China (1). This course examines the arts of China from the Neolithic period through the 20th century. Different media are studied in the context of concurrent literature, politics, philosophies, and religions, as well as in the context of China's engagement with cultures beyond its borders. Broader topics include the artist's place in society, intellectual theories of the arts, and questions of patronage. No previous exposure to Chinese art or culture is required. (5T)

ARTH 150. Introductory Topics in Art History (.5, 1). This course provides an introduction to the primary methods and approaches in the study of images and objects. While individual topics will vary depending on the instructor, all classes will teach the skills of visual analysis and object-oriented research, and cultivate in students an understanding of the importance of objects' historical and social contexts, both in the period of their production and across history. Intended to introduce students to the breadth of art history and prepare them for upper-level coursework in this and related fields, the class considers a variety of media, including (but not limited to) painting, sculpture, architecture and urban planning, film and photography, and design. May be repeated for credit if topic is different. (5T)

ARTH 210. Ancient Greco-Italian Art and Architecture (1). An introduction to the art and architecture of ancient Greece, Etruria, and Rome, from the Early Bronze Age through the Imperial period. Special emphasis is given to classical Athens, the Hellenistic world, and Rome of the late Republic and early Empire. Taught in English. (3B) (Also listed as Greek, Latin, and Ancient Mediterranean Studies 205.) Offered occasionally. Prerequisite: one course in either Greek, Latin, and Ancient Mediterranean Studies, art history, or archaeology, or consent of instructor.

ARTH 245. Modernism and Postmodernism: Art Since 1900 (1). This course offers an introduction to developments in 20th- and 21st-century art. Within a loose chronological organization, broader themes are emphasized and social and historical contexts are considered. Slide lectures and discussion are enriched with readings in critical and cultural theory and field trips to area art museums. (5T) Offered each year. Prerequisite: at least sophomore standing or consent of instructor.

ARTH 250. Topics in the History of Art (.5, 1). Selected topics of focused interest or special importance in the history of art. May be repeated for credit if topic is different. Offered each year. Prerequisite: one unit of 100-level art history or consent of instructor.

ARTH 390. Special Project (.25 - 1). Individual work outside the scope of the regular course offerings of the art department. Prerequisite: sophomore standing.

ARTH 395. Teaching Assistant (.5). Graded credit/no credit. Prerequisite: consent of instructor.

Asian Studies

Beloit College prides itself on the strength of its innovative and interdisciplinary Asian studies minor. Characterized by both the breadth and depth of its course offerings, the program studies the diverse cultures and societies of Asia: their past, their present, and their future.

Beloit graduates with Asian studies experience have found rewarding careers in many fields: journalism, academia, government, law, and business. The Asian studies advisor has information on careers and assists students in applying to graduate programs in Asian studies or disciplinary programs with an Asian focus.

Asian Studies Faculty

- Susan Westhafer Furukawa
- Natalie Gummer
- Robert André LaFleur
- Akiko Ogino
- Daniel Michael Youd

Asian Studies Minor (6 units)

One unit from History 210-China, East Asia, and the Pacific World or Japan, East Asia, and the Pacific World. In some circumstances, other courses may be counted for this requirement. Contact the Asian studies advisor for permission.

1. Asian Studies 351 (.5 unit).
2. Two units of an approved Asian language, usually Arabic, Chinese, or Japanese.
3. Completing one of the following:
 - a. Two and one-half units from at least two departments other than modern languages and literatures approved by the Asian studies advisor as containing a minimum 25 percent Asian studies content. Contact Asian studies advisor for current list of qualifying courses.
 - b. As an alternative, students may graduate with a minor in Asian studies by completing requirements 1 and 2 above along with successful completion of a Beloit College or other study abroad program in an Asian country approved by the Asian studies advisor and the Committee on International Education.

Note: *Students who are majoring in Japanese language and culture may not elect the Asian studies minor.*

Asian Studies Courses

ANST 351. Senior Colloquium in Asian Studies (.5). An interdisciplinary series of lectures and presentations on topics related to Asian civilizations and cultures. Depending on instructor(s), the course focuses on history, politics, art, philosophy, language, or culture of selected Asian societies from prehistoric to early modern times. Serves as a capstone course to the Asian studies minor. (CP) Offered each spring. Prerequisite: History 210-China, East Asia, and the Pacific World or Japan, East Asia, and the Pacific World. A comparable course in Asian studies may count with consent of Asian studies advisor.

ANST 390. Special Project (.5 - 1). Prerequisite: sophomore standing.

Athletic Training Dual Degree Program

Beloit College partners with the University of Wisconsin-Milwaukee to provide an opportunity for Beloit College students to earn an accelerated Master of Science in Athletic Training (MSAT) degree. Students in this program graduate with a BA or BS from Beloit College and MSAT from the University of Wisconsin-Milwaukee in five years.

In this program, students gain the experience they need to serve as a healthcare professional who works as part of a healthcare team. They learn to provide primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions.

Athletic Training Dual Degree Program Faculty

- Rachel A. Bergstrom, PhD
- Chris Johnson
- Kristin J. Labby
- Gina T'ai
- Ron Watson
- Helen M. Werner

Athletic Training Dual Degree Program Staff

- Karlye Clausen

Athletic Training Dual Degree Program

Beloit College students must formally apply to the University of Wisconsin-Milwaukee Master of Science in Athletic Training program by November 1 of their third year at Beloit College.

The following Beloit College courses are prerequisites for the program:

1. All Beloit College domain, skills, experience ("E"), and capstone graduation requirements.
 - a. At least 24 units of Beloit College credit, with no more than 7 units of transfer credit.

- i. Biology 110, 247 (or Health and Society 201), 256, 257.
 - ii. Chemistry 117, 230, 260.
 - iii. Physics 101.
 - iv. Psychology 100.
 - v. Health and Society 301, 390 (Biomechanics).
 - vi. Exercise Physiology taken at UW-Milwaukee prior to enrolling.
2. Other requirements for Health Sciences major with the exception of two courses on the social determinants of health, which will be transferred from UW-M.

Additional Notes:

1. Equivalent courses may be substituted in many cases. Students should consult with their advisor and the registrar.
2. Students must earn a C or better in prerequisite courses.
3. Students must earn at least 16 Beloit College units.
4. After successful completion of the first-year of the UW-M MSAT and receipt of an UW-M transcript, Beloit College will transfer 7 units of credit from UW-M. UW-M grades do not contribute to the Beloit College grade point average.

Questions about the dual-degree athletic training program? Reach out to the Health Professions Advising Committee.

Athletic Training Dual Degree Program Courses

Courses for this program come from many departments and programs.

Biochemistry

Biochemistry is the study of life on a molecular level. Hands-on, inquiry-based experiences ask students to develop their own understanding and to communicate it to others to create a deeper knowledge of the chemical basis for biological processes. Our goal is for students to do what biochemists actually do.

Biochemistry is an interdisciplinary field supported by the biology and chemistry departments. Students use sophisticated techniques and instruments in both departments to develop a molecular understanding of biomolecules and biomolecular processes. Biochemistry students develop necessary skills for employment and further education and training in pharmacy, medicine, biology, chemistry, and biochemistry. Biochemists are key members of interdisciplinary teams in medicine, environmental research, and biotechnology.

Biochemistry Faculty

- Rachel A. Bergstrom, PhD
- Amy Briggs
- Christine Hustmyer
- Kristin J. Labby
- Corbin Livingston

Biochemistry Major (11 units)

1. Nine units:
 - a. Chemistry 117, 220, 230, and 235.
 - b. Biology 110, 111, 121, 152, 172, or 208.
 - c. Biology 247 and Biology 237, 256, 257, or 289.
 - d. Biology/Chemistry 260 and 300.
2. Two supporting units:
 - a. Mathematics 110 or 115.
 - b. Physics 101 or 102 or Geology 100, 105, or 110.

3. Students majoring in biochemistry may choose to receive the Bachelor of Science degree rather than the Bachelor of Arts degree by completing a minimum of 4 units in biology, computer science, geology, mathematics, and/or physics.

Departmental Honors in Chemistry or Biochemistry

Student may apply to be considered for departmental honors if they have: 1. at least a 3.5 GPA in departmental (CHEM, BIOL) courses, 2. have completed an independent research project equivalent to at least 1 unit, and 3. have made a formal public oral presentation on campus (e.g. Symposium Day, McNair Symposium) or a poster or oral presentation at a regional, national, or international conference; on-campus poster presentations and oral presentations in classes do not fulfill the presentation requirement.

Notes for Biochemistry Majors

Students intending to pursue graduate school need:

1. Mathematics 110 and 115.
2. Physics 101 and 102.
3. Chemistry 240.
4. At least one summer or semester full-time research experience.

Students intending to pursue medical school need:

1. Mathematics 110 and 115.
2. Physics 101 and 102.
3. Two semesters of English courses.

Beloit College is approved by the American Chemical Society, the world's largest scientific society, for the undergraduate professional training of biochemists. In addition to fulfilling the major requirements, **a student interested in earning ACS degree certification is required to complete:**

1. Mathematics 115.
2. Physics 102.
3. Chemistry 240 or 245.
4. Chemistry 150 or 250.
5. Chemistry 380.
6. One additional 300-level chemistry course with laboratory work.
7. A research internship with a comprehensive written report.

Biochemistry Courses

Courses for this program come from many departments and programs.

Biology

The biology department seeks to inspire and enable students to grow in their scientific understanding. Our courses and curriculum present a dynamic approach to scientific investigation: posing problems for study, proposing and probing hypotheses, and persuading peers. Using evolution as the unifying theme of biology, we emphasize current biological methods and rigorous conceptual analyses at all scales of organization, from molecules to cells to organisms to ecological communities.

We encourage biology majors to interact extensively with professors and with each other, and we use a variety of learning activities and mentored research experiences to illustrate the tools of the trade, to reinforce concepts, and to apply problem-solving techniques. The learning goals for students are to be able to: think critically about important biological issues of national and international concern; communicate effectively, both orally and in writing; and solve problems through the application of quantitative reasoning.

Biology Faculty

- Rachel A. Bergstrom, PhD
- Amy Briggs
- Tawnya L. Cary
- Yaffa L. Grossman
- Craig Kohn
- Claire Milsted
- Helen M. Werner

Biochemistry Major (11 units)

1. Nine units:
 - a. Chemistry 117, 220, 230, and 235.
 - b. Biology 110, 111, 121, 152, 172, or 208.
 - c. Biology 247 and Biology 237, 256, 257, or 289.
 - d. Biology/Chemistry 260 and 300.
2. Two supporting units:
 - a. Mathematics 110 or 115.
 - b. Physics 101 or 102 or Geology 100, 105, or 110.
3. Students majoring in biochemistry may choose to receive the Bachelor of Science degree rather than the Bachelor of Arts degree by completing a minimum of 4 units in biology, computer science, geology, mathematics, and/or physics.

Biology Major (11.5 units)

The biology major provides a broad background in biology at all scales of organization, from molecules to cells to organisms to ecological communities.

1. Eight and a half departmental units:
 - a. One organismal biology course chosen from Biology 110, 111, 121, 152, or 172.
 - b. One experimental design and statistical analysis course: Biology 247.
 - c. One molecular-to-cellular level course: Biology 289.
 - d. Two population-to-ecosystem level biology course chosen from 210, 217, 275 (in consultation with advisor, when topic is appropriate), 365, 372, or 375 (in consultation with advisor, when topic is appropriate).
 - e. Two additional units of biology courses numbered 200 or above.
 - f. One additional unit of biology courses numbered 300 and above.
 - g. Capstone: one additional course of biology with the CP designation.
2. Three supporting units:
 - a. One unit chosen from Chemistry 117, 150, 220, or 230.
 - b. Two additional units chosen from courses in chemistry, computer science, geology, mathematics, physics or any of the following courses: Philosophy 100, Anthropology 230, 330.
3. Students majoring in biology may choose to receive the Bachelor of Science degree rather than the Bachelor of Arts degree by completing a minimum of 4 units in chemistry, computer science, geology, mathematics, and/or physics.

Environmental Biology Major (11.5 units)

The environmental biology major provides a broad background in biology with a focus on how organisms interact with environments.

- Seven and a half departmental units:
 - One organismal biology course chosen from Biology 110, 111, 121, 152, or 172.
 - One experimental design and statistical analysis course: Biology 247.
 - One molecular-to-cellular level course: Biology 289.
 - Two population-to-ecosystem level biology course chosen from 210, 217, 275 (in consultation with advisor, when topic is appropriate), 365, 372, or 375 (in consultation with advisor, when topic is appropriate).
 - One additional unit of biology courses numbered 200 or above.
 - One additional unit of biology courses numbered 300 or above.
 - Capstone: one additional course of biology with the CP designation.
- Four supporting units:
 - One unit chosen from Chemistry 117, 150, 220, or 230.
 - Three additional units with the Environmental Studies prefix (ENVS), Journalism 225 (when topic is environmental writing), or Political Science 255.
- Students majoring in environmental biology may choose to receive the Bachelor of Science degree rather than the Bachelor of Arts degree by completing a minimum of 4 units in chemistry, computer science, geology, mathematics, and/or physics.

Biology Minor (6 units)

The biology minor focuses on the mechanisms by which organisms regulate life processes, grow and develop, reproduce, and behave.

- Five departmental units.
 - At least one organismal biology course chosen from: Biology 110, 111, 121, 152, 172, or 208.
 - At least one unit of molecular-to-cellular biology chosen from: Biology 208, 215, 237, 256, 257, 260, 275 (in consultation with advisor, when topic is appropriate), 289, 300, 340, 345, 347, 360, or 375 (in consultation with advisor, when topic is appropriate).
 - At least one unit of population-to ecosystem biology chosen from: Biology 210, 217, 365, 372, or 375 (in consultation with advisor, when topic is appropriate).
- One supporting unit chosen from chemistry, computer science, geology, mathematics, or physics.

Additionally:

- The minor is not open to majors in biology, biochemistry, or applied chemistry (with biology as a complementary discipline).
- No more than 2 units taken to satisfy requirements for a major or another minor may count toward the biology minor.
- No course may satisfy two requirements for the minor.

Departmental Honors in Biology

Students may apply to be considered for departmental honors if they have:

- a strong B average in biology (BIOL) courses,
- have completed an independent research project equivalent to 1 unit, and
- have made a formal public oral presentation on campus (e.g. Symposium Day, McNair Symposium) or a poster or oral presentation at a regional, national, or international conference; on-campus poster presentations and oral presentations in classes do not fulfill the presentation requirement.

Notes for Biology Majors

No course may satisfy two requirements for a biology major.

Students who complete a biology major may graduate with the Bachelor of Arts degree. Students who wish to graduate with the Bachelor of Science degree must complete a minimum of 4 units in science and/or mathematics and/or computer science outside of the biology department.

Students anticipating graduate study or a medical career are urged to include the following courses in their undergraduate preparation:

1. Chemistry 117 or 150, 220, 230, 235
2. Mathematics 110, 115
3. Physics 101, 102

Additional courses (e.g. Chemistry 240, 245, 300 and Mathematics 275) may be appropriate for graduate work in biology. Many graduate schools and some professional schools require knowledge of a non-English language (e.g. Spanish, French, Japanese, or Russian) for admission to their programs.

Students anticipating careers in the health professions are strongly encouraged to complete Sociology 275, Philosophy 221, and 2 units in literature and composition. Depending on the specific goal of the student and the requirements of potential professional or graduate programs, various additional courses in the sciences and other departments may be relevant and appropriate.

Biology Courses

BIOL 110. Introductory Biology: Human Biology (1). Students in this course learn practical skills related to doing biology, including experimental design, collection and evaluation of quantitative data, collaboration with peers, and scientific communication. Students also learn the five core concepts of biology (evolution, systems, structure/function, energy transfer, and information transfer) within the context of the human body. This course is an exploration of the anatomy and basic normal functions of the human body with consideration of development, genetics, immunology, endocrinology, and related molecular, cellular, and ecological concepts. Students design, perform, analyze, and report on small research projects. Laboratory work may require dissection. Three two-hour lecture-laboratory periods per week. (4U) Offered yearly.

BIOL 111. Introductory Biology: Zoology (1). Students in this course learn practical skills related to doing biology, including experimental design, collection and evaluation of quantitative data, collaboration with peers, and scientific communication. Students also learn the five core concepts of biology (evolution, systems, structure/function, energy transfer, and information transfer) within the context of animals. This course is an exploration of the animal kingdom with consideration of molecular and cellular biology, genetics, structure and function, ecology, evolution, and behavior of invertebrates and vertebrates. Students design, perform, analyze, and report on small research projects. Laboratory work requires dissection. Three two-hour lecture-laboratory periods per week. (4U) Offered every other year.

BIOL 121. Introductory Biology: Botany (1). Students in this course learn practical skills related to doing biology, including experimental design, collection and evaluation of quantitative data, collaboration with peers, and scientific communication. Students also learn the five core concepts of biology (evolution, systems, structure/function, energy transfer, and information transfer) within the context of plants. This course is an exploration of the morphology, physiology, cell biology, and genetics of plants with consideration of how they differ from other organisms, how they are adapted to different environments, and their function in ecosystems and human society. Students design, perform, analyze, and report on small research projects. Three two-hour lecture-laboratory periods per week. (4U) Offered yearly.

BIOL 152. Introductory Biology: Aquatic Biology (1). Students in this course learn practical skills related to doing biology, including experimental design, collection and evaluation of quantitative data, collaboration with peers, and scientific communication. Students also learn the five core concepts of biology (evolution, systems, structure/function, energy transfer, and information transfer) within the context of freshwater and marine organisms. This course is an exploration of all types of aquatic ecosystems, the evolutionary relationships, ecology, structure and function, and behavior of the organisms that live there, and

contemporary issues in aquatic biology, including how human influences have altered aquatic ecosystems over time. Students design, perform, analyze, and report on small research projects. Laboratory work requires dissection. Three two-hour lecture-laboratory periods per week. (4U) Offered every other year.

BIOL 172. Introductory Biology: Topics (1). Students in this course learn practical skills related to doing biology, including experimental design, collection and evaluation of quantitative data, collaboration with peers, and scientific communication. Students also learn the five core concepts of biology (evolution, systems, structure/function, energy transfer, and information transfer). Students design, perform, analyze, and report on small research projects. Three two-hour lecture-laboratory periods per week. (4U) Offered occasionally.

BIOL 208. Microbiology (1). An exploration and application of biological concepts through examination of the structure, genetics, physiology, and culture of microorganisms with emphasis on bacteria and viruses. The course stresses scientific principles and experimental methods in the context of disease and the environment. Students design, perform, analyze, and report on small research projects. Three two-hour lecture-laboratory periods per week. (4U) Offered yearly. Prerequisite: one college-level biology course.

BIOL 210. Paleontology (1). The history of life from its origins to the present. The preservation, distribution, and identification of invertebrate fossils as well as selected vertebrate and plant fossils. Competing evolutionary theories are evaluated in the perspective of geologic time. Fossils are studied as once-living organisms that were adapting to changing environments and part of a biological community. Lecture, discussion, laboratory, and field study. One weekend field trip. (Also listed as Geology 210.) Offered alternate years. Prerequisite: Geology 100, 105, or 110 or Anthropology 120 or 1 course in Biology.

BIOL 215. Emerging Diseases (1). An exploration of the relationships between microorganisms, environment, and diseases. General principles of genetics and evolution, as well as historical and political factors, are examined in an effort to explain the emergence of new diseases. Laboratory experiences include basic microbiology, data analysis, simulations, and survey research. Small groups of students design, perform, analyze, and report on a research project. Three two-hour lecture-laboratory periods per week. (4U) Offered yearly. Prerequisite: one college-level biology course.

BIOL 217. Evolution (1). An exploration of descent with modification and the evolutionary history of life on earth. The history and philosophy of evolutionary theory, the genetic basis of microevolution, contemporary hypotheses of speciation, and phylogenetic systematics comprise the major course material. Small groups of students design, perform, analyze, and report on a research project. Three two-hour lecture-laboratory periods or three lecture-discussion class periods and one laboratory period per week. Occasional Saturday field trips may be required. (4U) Offered occasionally. Prerequisite: one of the following: one college-level biology course, Anthropology 120, Geology 210, or consent of instructor.

BIOL 220. Conservation Biology (1). This course explores the study and practice of conservation biology, a field that endeavors to understand and retain biological diversity at local, regional, and global scales. Students examine the nature of biological diversity, the effects of human activities on biological diversity, and the management and restoration strategies for ameliorating these threats. Students read research literature on conservation efforts at the population, community, and ecosystem levels, and learn to use quantitative models to predict changes in population size. Through writing and oral presentations, students develop their professional communication skills focused on environmental policy recommendations. Offered occasionally. Prerequisite: one college-level biology course.

BIOL 237. Cell Biology (1). A comprehensive analysis of cell structure and function and the molecular mechanisms that regulate cellular physiology, with a focus on eukaryotic cell biology. Topics include: origin and evolution of cells and cellular organelles, structure, synthesis, and regulation of biomolecules, membrane structure and transport, the cytoskeleton, the extracellular matrix and cell adhesion, cell motility, cell signaling, cell division and cell cycle regulation, cancer and cell stress, aging, and death. Small groups of students design, perform, analyze, and report on a research project. Three two-hour lecture-laboratory periods or three one-hour lecture-discussion class periods and one laboratory period per week. (4U) Offered yearly. Prerequisite: one college-level biology course or consent of the instructor.

BIOL 247. Biometrics (1). The application of statistical methods to the solution of biological problems. Experimental design, sampling methods, and statistical analysis of data using both parametric and nonparametric methods are introduced. Computer-supported statistical packages are used in laboratory exercises. Small groups of students design, perform, analyze, and report on a research project. Three two-hour lecture-laboratory periods per week. Offered each semester. Prerequisite: one college-level biology course and at least sophomore standing, or consent of instructor.

BIOL 256. Anatomy (1). An investigation of human anatomy evaluated by functional analysis in an evolutionary context by comparing similarities and differences among vertebrates. Anatomy of human development is also emphasized. Laboratory work requires dissection. Offered occasionally. Prerequisite: One biology course and one chemistry course at the college level are required, and a statistics course is preferred, or consent of instructor.

BIOL 257. Human Physiology (1). An investigation of physiological concepts, such as structure-function relationships and homeostasis, in the human body. While the primary focus of this course is the regulation of human physiological systems in normal and diseased states, animal models are used for comparative analysis. Students are required to prepare oral and written presentations, as well as conduct and present a group research project. Laboratory work requires dissection. Offered yearly. Prerequisite: Biology 247, Chemistry 117, and at least 1 additional college-level biology course, or consent of instructor.

BIOL 260. Nutrition and Metabolism: Biochemical Mechanisms (1). Molecular biology, bioenergetics, and regulation of cellular processes. Metabolism of carbohydrates, lipids, amino acids, and nucleic acids. Laboratory experiments investigate metabolism and electron transport utilizing techniques for preparation and purification of enzymes, carbohydrates, and lipids. Three class periods and one laboratory period per week. (Also listed as Chemistry 260.) Offered each spring. Prerequisite: Chemistry 230 and either any college-level biology course or Chemistry 235.

BIOL 275. Topics in Biology (.5, 1). Topics vary. Designed to pursue topics in biology. May be repeated for credit if topic is different. Offered occasionally. Prerequisite: established individually for each offering.

BIOL 289. Genetics and Evolution (1). An investigation of Mendelian, population, quantitative, and molecular genetics using a problem-solving approach. Small groups of students design, perform, analyze, and report on a research project. Three lecture-discussion class periods and one laboratory period per week. Offered each fall. Prerequisite: one college-level biology course and Biology 247 (concurrent enrollment permitted) or consent of instructor.

BIOL 300. Protein Biochemistry (1). At the fundamental chemical level, how do cells maintain and extract information from DNA to build and utilize proteins? Considerable emphasis on the chemical basis of biological information storage and processing, structure and function of proteins, enzyme catalysis theory, and quantitative analysis of enzyme kinetics. Three class periods and one lab period per week. (CP) (Also listed as Chemistry 300.) Offered each fall. Prerequisite: Chemistry 220, 235, and either any college-level biology course or Chemistry 240.

BIOL 340. Neuroscience (.5, 1). A structure/function-based analysis of the nervous system from molecules to systems. The course will investigate cellular neuroscience, neuroanatomy, neurophysiology, neurotransmission, and sensory and motor systems organization to understand information integration within the nervous system. Laboratory exercises may include anatomy, physiological measurements of neural conduction, cell biology techniques, dissection, and experiments with mice. Students improve their understanding of a specific topic of neuroscience by working in small groups to conduct and present a research project. (CP) Offered occasionally. Prerequisite: Biology 247 or another statistics course, Chemistry 117, and at least 1 of the following courses: Biology 237, 256, 257, 260, 289, 300, 345, Chemistry 260, 300, or consent of instructor.

BIOL 347. Food Microbiology (1). An investigation of the molecular, physiological, and ecological mechanisms of bacterial and archaeal microbes that are relevant to the production, preservation, and spoilage of foods. Topics may include: foodborne diseases, principles of food preservation, food spoilage, and foods produced by microbes. Students will learn methods of microbe isolation, culturing, and identification in the lab and use these methods to analyze foods made in the kitchen. (CP) Offered occasionally. Prerequisite: three college-level biology courses.

BIOL 358. Pathology (1). A topics based investigation of pathophysiological concepts which will explore the different etiologies and expressions of human pathology. The course will focus on the breakdown of the structure/function relationship and will integrate concepts from human anatomy and physiology as well as microbiology and molecular biology. Laboratory exercises will be group-based and will include dissections, molecular biological techniques, and microscope work. Students will work through different practical cases to practice the integration of theory with practice. Offered every other year. Prerequisite: Biometrics (Biology 247).

BIOL 360. Microbes to Molecules: Antibiotic Discovery (1). This course explores the chemistry of antibiotics, including their chemical structures, mechanisms of antibiotic action, mechanisms of bacterial resistance, methods of drug discovery, and stewardship and policy. Students engage in critical reading and discussion of scientific literature. During the laboratory component of the course, students discover and characterize antibiotic-producing bacteria from soil. Techniques include aseptic microbiological work, PCR and introductory bioinformatics (BLAST, and antiSMASH), chemical extraction, and biochemical assays. Students engage in experimental design during a semester-long research project and communicate their findings by preparing and presenting a poster about their research project. (CP) (Also listed as Chemistry 360.) Offered every other spring. Prerequisite: one 200-level biology course, Chemistry 230, and junior or senior standing, or consent of instructor.

BIOL 365. Ecotoxicology (1). This advanced biology course is an introduction to the field of ecotoxicology. Like its name, the field of ecotoxicology is an integration of biological sub-disciplines, with the focus of how environmental chemicals affect organisms situated within the context of an ecosystem. Topics include sources, transport, fate, accumulation, and toxicity of contaminants. Students also discuss toxicity testing and analysis of effects at different levels of biological organization (molecular to ecosystem). Throughout the semester, students read and discuss a variety of published ecotoxicology literature, as well as engage in hands-on activities to emphasize scientific process and techniques. (CP) Prerequisite: junior or senior standing, Biology 247, two other college-level biology courses, and one college-level chemistry course, or consent of instructor.

BIOL 372. Ecology (1). An investigation of the study of interactions among organisms and interactions between organisms and the nonliving environment. Ecologists study these interactions to understand the patterns of organism abundance and distribution of organisms that occur in different ecosystems. In this course, students examine these interactions at the population, community, ecosystem, and landscape levels through classroom, field, and laboratory activities. Contemporary questions about sustainability, biological diversity, and global change will be examined at each of these levels using quantitative methods. Students design, perform, analyze, and report on a major research project. Three lecture-discussion class periods and one laboratory period per week. (CP) Offered every other year. Prerequisite: junior or senior standing, 2 college-level biology courses and a statistics course (Biology 247, Mathematics 106, Anthropology 240, Psychology 162, or Sociology 205), or consent of instructor.

BIOL 375. Advanced Topics in Biology. (.5, 1). Topics vary. Designed to pursue advanced topics in biology. May be repeated for credit if topic is different. (CP) Offered occasionally. Prerequisite: established individually for each offering.

BIOL 391. Directed Readings in Biology (.5, 1). Individual study under faculty supervision. Prerequisite: sophomore standing; consent of faculty supervisor and chair of biology department.

BIOL 392. Independent Research in Biology (.25 - 1). Research project conducted by a student with supervision by a faculty member. Prerequisite: sophomore standing; consent of faculty supervisor and chair of biology department.

BIOL 395. Teaching Assistant (.5). Work with faculty in classroom and laboratory instruction. Graded credit/no credit. Prerequisite: sophomore standing; consent of faculty supervisor and chair of biology department.

BIOL 396. Teaching Assistant Research (.5). Course, laboratory, and curriculum development projects with faculty. Prerequisite: sophomore standing; consent of faculty supervisor and chair of biology department.

BIOL 398. Professional Experience (Non-Credit). An opportunity to acknowledge on a student's permanent transcript experience as a teaching assistant, in the preparation or design of laboratory materials, or as a research assistant. Prerequisite: consent of faculty supervisor; consent of faculty supervisor and chair of biology department.

Chemistry

The study of chemistry provides an atomic/molecular basis for understanding the world. Hands-on, inquiry-based experiences that ask students to construct their own knowledge and communicate it to others lead to a deep understanding of chemical concepts.

Our philosophy is that students should learn chemistry by doing what chemists actually do, using sophisticated instruments and techniques that practicing chemists use from the start, providing molecular-level insight to reinforce an understanding of the macroscopic behavior of materials, and gaining facility in their symbolic representation.

Chemists are often key players who work together in interdisciplinary teams that address important questions in medicine, environmental issues, biotechnology, and nanotechnology.

Chemistry Faculty

- Christine Hustmyer
- Kristin J. Labby
- George Lisensky
- Corbin Livingston

Applied Chemistry Major (11 units)

1. Seven units from this list, with at least 1 unit from each of four of the five branches of chemistry. Chemistry 117 may be used as 1 of the 7 units.
 - a. Analytical Chemistry: 220, 225
 - b. Organic Chemistry: 230, 235
 - c. Physical Chemistry: 240, 245
 - d. Inorganic Chemistry: 150, 250
 - e. Biochemistry: 260, 300
2. Four supporting units:
 - a. Mathematics 110 or 115
 - b. Physics 101 or 102
 - c. Two additional units in a complementary discipline as approved by petition to the department chair.
3. Students majoring in applied chemistry may choose to receive the Bachelor of Science degree rather than the Bachelor of Arts degree by completing a minimum of 4 units in biology, computer science, geology, mathematics, and/or physics.

Biochemistry Major (11 units)

1. Nine units:
 - a. Chemistry 117, 220, 230, and 235.
 - b. Biology 110, 111, 121, 152, 172, or 208.
 - c. Biology 247 and Biology 237, 256, 257, or 289.
 - d. Biology/Chemistry 260 and 300.
2. Two supporting units:
 - a. Mathematics 110 or 115.
 - b. Physics 101 or 102 or Geology 100, 105, or 110.
3. Students majoring in biochemistry may choose to receive the Bachelor of Science degree rather than the Bachelor of Arts degree by completing a minimum of 4 units in biology, computer science, geology, mathematics, and/or physics.

Chemistry Major (11 units)

1. Nine departmental units from this list, with at least 1 unit from each of the five branches of chemistry. Chemistry 117 may be used as 1 of the 9 units:
 - a. Analytical Chemistry: 220, 225
 - b. Organic Chemistry: 230, 235
 - c. Physical Chemistry: 240, 245
 - d. Inorganic Chemistry: 150, 250
 - e. Biochemistry: 260, 300
2. Two supporting units:
 - a. Mathematics 110 or 115
 - b. Physics 101 or 102
3. Students majoring in chemistry may choose to receive the Bachelor of Science degree rather than the Bachelor of Arts degree by completing a minimum of 4 units in biology, computer science, geology, mathematics, and/or physics.

Environmental Chemistry Major (13 units)

1. Six units from this list, with at least 1 unit from each of four of the five branches of chemistry. Chemistry 117 may be used as 1 of these 6 units.
 - a. Analytical Chemistry: 220, 225
 - b. Organic Chemistry: 230, 235
 - c. Physical Chemistry: 240, 245
 - d. Inorganic Chemistry: 150, 250
 - e. Biochemistry: 260, 300
2. Seven supporting units:
 - a. Mathematics 110 or 115
 - b. Physics 101 or 102
 - c. Biology 110, 111, 121, 152, 172, or 208
 - d. Geology 100 or 110
 - e. Three additional units from economics, environmental studies, interdisciplinary studies, or political science, approved by petition to the department chair.
3. In preparation for graduate study or employment in environmental science, additional science, mathematics, and social science courses and at least one summer or semester of experience in an environmental internship or program are strongly recommended.
4. Students majoring in environmental chemistry may choose to receive the Bachelor of Science degree rather than the Bachelor of Arts degree by completing a minimum of 4 units in biology, computer science, geology, mathematics, and/or physics.

Chemistry Minor (5 units)

1. Five units selected from Chemistry 117 or the five branches of chemistry.
 - a. Analytical Chemistry: 220, 225
 - b. Organic Chemistry: 230, 235
 - c. Physical Chemistry: 240, 245
 - d. Inorganic Chemistry: 150, 250
 - e. Biochemistry: 260, 300

Note: *Biology/Chemistry 260 and 300 may not be used to satisfy both biology and chemistry requirements.*

Departmental Honors in Chemistry or Biochemistry

Student may apply to be considered for departmental honors if they have: 1. at least a 3.5 GPA in departmental (CHEM, BIOL) courses, 2. have completed an independent research project equivalent to at least 1 unit, and 3. have made a formal public oral presentation on campus (e.g. Symposium Day, McNair Symposium) or a poster or oral presentation at a regional, national, or international conference; on-campus poster presentations and oral presentations in classes do not fulfill the presentation requirement.

Notes for Chemistry Majors

To graduate with a Bachelor of Science degree, a student must complete 4 units in science/or mathematics outside chemistry. Students completing the minimum requirements of a chemistry major will receive a Bachelor of Arts degree.

1. Students intending to pursue graduate school need:
 - a. Mathematics 110 and 115
 - b. Physics 101 and 102
 - c. At least one summer or semester full-time research experience
 - d. Additional courses in mathematics, physics, and chemistry are helpful
2. Beloit College is approved by the American Chemical Society, the world's largest scientific society, for the undergraduate professional training of chemists. In addition to fulfilling the major requirements, a student interested in earning ACS degree certification is required to complete:
 - a. Mathematics 115
 - b. Physics 102
 - c. One additional 300-level chemistry course with laboratory work
 - d. A research internship with a comprehensive written report

Chemistry Courses

CHEM 117. Chemistry (1). Why is chemistry important to other sciences, technology, and society? What processes do chemists use when dealing with real problems? What conceptual models do chemists use to understand and explain their observations? The focus of this course is on the reasons for doing science, the intellectual and instrumental tools used, the models developed to solve new problems, and the assertion that chemistry has a tremendous effect on your personal life and on the decisions made by society. Along the way, we cover atoms, molecules, ions, and periodic properties; chemical equations, stoichiometry and moles; Lewis structures and VSEPR model of bonding; reactivity and functional groups; states of matter and intermolecular forces; relationships between structure and properties. Topical applications and issues vary with the instructor and may include climate change, food and fuel, and energy use for lighting. Three two-hour class periods per week of combined lecture, laboratory, and discussion. (4U) Offered each semester. Prerequisite: facility with algebra. Note: Students with a strong prior background in chemistry are encouraged to consult with the department about placement in a more advanced chemistry course.

CHEM 150. Introduction to Inorganic Chemistry: Metals All Around Us (1). This course introduces the chemistry of metals, which are integral for life, from materials in electronics to biological life. Metals also can be incredibly toxic in many ways from heavy metal poisoning to the effects of mining. In this course, students explore where metals come from (stars!) and the molecular level structure of metallic compounds. Students then look at applications of metallic chemistry including chemistry in art, materials chemistry, and bioinorganic chemistry. This course also includes a lab that runs in parallel with the lecture content. Chemistry 150 is appropriate for continuing students and incoming students who have had strong high school chemistry experience, but Chemistry 150 does not meet the same requirements as Chemistry 117. (4U)

CHEM 220. Environmental, Analytical, and Geochemistry (1). Chemical equilibria are fundamental in the understanding of biological and environmental processes and in chemical analysis. This course emphasizes quantitative and graphical interpretation of acid-base, solubility, distribution, complex ion, and redox equilibria in aqueous solution and soils. Laboratory work stresses application of gravimetric, volumetric, spectrophotometric, and potentiometric techniques. Pre-professional preparation requiring one term of quantitative analysis is satisfied by Chemistry 220. Three class periods and one laboratory period per week. (4U) Offered each spring. Prerequisite: Chemistry 117 or facility with algebra and mole calculations.

CHEM 225. Topics in Instrumental Analysis (.5, 1). Possible topics include nuclear magnetic resonance, electron spin resonance, infrared, Raman, electronic and atomic absorption and X-ray spectroscopies; mass spectrometry; gas and liquid chromatography; voltammetry; and scanning electron or probe microscopies. May be taken more than once under different topics. Prerequisite: varies with topic.

CHEM 230. Organic Chemistry I (1). Reactions and properties of aliphatic and aromatic compounds of carbon. Considerable emphasis on modern theoretical interpretation of structure and of reaction mechanisms. Laboratory: basic techniques and synthetic procedures and modern spectroscopic methods of structure determination. Three class periods and one laboratory period per week. (4U) Offered each fall. Prerequisite: Chemistry 117 or 220.

CHEM 235. Organic Chemistry II (1). Reactions and properties of aliphatic and aromatic compounds of carbon. Considerable emphasis on modern theoretical interpretation of structure and of reaction mechanisms. Laboratory: basic techniques and synthetic procedures and modern spectroscopic methods of structure determination; as part of the laboratory experience, each student is required to prepare an independent laboratory project and carry it out under the supervision of the instructor. Three class periods and one laboratory period per week. (4U) Offered each spring. Prerequisite: Chemistry 230.

CHEM 240. Thermodynamics and Kinetics (1). First, second, and third laws of thermodynamics; phase and chemical equilibria; electrochemistry; experimental chemical kinetics, mechanisms, photophysics, and theories of chemical reactions. Three two-hour combined class and laboratory periods per week. Offered every other spring. Prerequisite: 1 unit of chemistry, Physics 101 or 102, and Mathematics 110 or 115.

CHEM 245. Molecular Modeling, Visualization, and Computational Chemistry (1). This course is an introduction to molecular modeling and computational chemistry. Students learn the fundamentals of quantum chemistry and applications in atomic and molecular systems. Topics include the principles of quantum theory, molecular electronic structure calculation, molecular geometry and orbital modeling and visualization, molecular property analysis, chemical reactions and spectroscopic characterization. Computer software tools are used in this course. Two three-hour combined class and laboratory periods per week. Offered every other fall. Prerequisite: Physics 101 or 102 and Mathematics 110 or 115.

CHEM 250. Chemistry of Color: Advanced Inorganic Chemistry (1). This course focuses on metals and their chemistry to describe color phenomena. Students develop an understanding of atomic and molecular structure and bonding and explore how structure relates to the macro- level function of chemical compounds. While the focus of the course is broadly around color and how it is experienced and measured, and how chemical compounds determine color, the applications for this work are broad and include optics, magnetism, catalysis, and energy generation and storage. Students engage with this content in both the classroom and the laboratory. Three class periods and one laboratory period per week. Offered every other fall. Prerequisite: Chemistry 220 or 230 or Geology 200 or Physics 210.

CHEM 260. Nutrition and Metabolism: Biochemical Mechanisms (1). Molecular biology, bioenergetics, and regulation of cellular processes. Metabolism of carbohydrates, lipids, amino acids, and nucleic acids. Laboratory experiments investigate metabolism and electron transport utilizing techniques for preparation and purification of enzymes, carbohydrates, and lipids. Three class periods and one laboratory period per week. (Also listed as Biology 260.) Offered each spring. Prerequisite: Chemistry 230 and either any college-level biology course or Chemistry 235.

CHEM 300. Protein Biochemistry (1). At the fundamental chemical level, how do cells maintain and extract information from DNA to build and utilize proteins? Considerable emphasis on the chemical basis of biological information storage and processing, structure and function of proteins, enzyme catalysis theory, and quantitative analysis of enzyme kinetics. Three class periods and one lab period per week. (CP) (Also listed as Biology 300.) Offered each fall. Prerequisite: Chemistry 220, 235, and either any college-level biology course or Chemistry 240.

CHEM 360. Microbes to Molecules: Antibiotic Discovery (1). This course explores the chemistry of antibiotics, including their chemical structures, mechanisms of antibiotic action, mechanisms of bacterial resistance, methods of drug discovery, and stewardship and policy. Students engage in critical reading and discussion of scientific literature. During the laboratory component of the course, students discover and characterize antibiotic-producing bacteria from soil. Techniques include aseptic microbiological work, PCR

and introductory bioinformatics (BLAST, and antiSMASH), chemical extraction, and biochemical assays. Students engage in experimental design during a semester-long research project and communicate their findings by preparing and presenting a poster about their research project. (CP) (Also listed as Biology 360.) Offered every other spring. Prerequisite: one 200-level biology course, Chemistry 230, and junior or senior standing, or consent of instructor.

CHEM 365. Medicinal Chemistry (1). This course examines the organic chemistry of drug design, development, and action with an emphasis on the chemical mechanisms of biologically important reactions. Particular attention is paid to the interaction between a drug and its receptor, looking in detail at enzyme inhibition and inactivation and interactions between drugs and DNA. Drug metabolism and drug delivery are also discussed. Specific classes of drugs and current literature in medicinal chemistry are the basis of student-led presentations throughout the semester. (CP) Offered every other year. Prerequisite: Chemistry 235.

CHEM 370. Advanced Topics (.5, 1). In-depth study of selected topics stressing primary research literature. Lecture, discussion, student presentations, and papers. May include laboratory. Past offerings have included advanced organic chemistry, scientific glassblowing, medicinal chemistry, organometallic chemistry, and laser spectroscopy. May be repeated for credit if topic is different. Offered each semester. Prerequisite: Varies with topic.

CHEM 385. Honors Thesis (.5). Comprehensive written critical evaluation of a topic or original research. This course may partially fulfill the requirements for departmental honors. (CP) Prerequisite: consent of the department chair.

CHEM 390. Special Project (.25 - 1). Research work under faculty supervision. Prerequisite: sophomore standing.

CHEM 395. Teaching Assistant (.25, .5). Work with faculty in classroom and laboratory instruction. Graded credit/no credit.

CHEM 396. Teaching Assistant Research (.25, .5). Course, laboratory, and curriculum development projects with faculty.

Cognitive Science

The cognitive science major provides a program for the interdisciplinary study of mind, drawing on the content and methodologies of several other disciplines. The major combines the study of cognitive psychology, the philosophy of mind, theories of computation, and various other core and satellite disciplines to enable students to explore important topics such as the nature and structure of mind, the possibility of artificial intelligence, and the relationship between minds and brains or minds and bodies.

Students who choose the cognitive science major or minor experience both the depth and breadth of the field through focused clusters of courses on human nature, computation, and more. Students who study cognitive science will graduate with training in critical thinking, computation, and social science approaches, all of which position them for a wide range of post-graduate options.

Cognitive Science Faculty

- Tom Stojsavljevic
- Ben Stucky
- Matthew Tedesco
- Robin Zebrowski

Cognitive Science Major (11.5 or 12 units)

1. Six core courses: Cognitive Science 101, 205; Philosophy 110 or 115; Philosophy/Cognitive Science 241; Psychology 100; and Psychology/Cognitive Science 240.
2. One unit chosen from the following language-related courses: Writing 215; Education and Youth

- Studies 246 (when it is 1 unit), 276 (when the topic is bi-lingual education); Greek, Latin, and Ancient Mediterranean Studies 121, 141; Chinese 105; French 105; Japanese 105; Spanish 110; Performing and Applied Arts 170; or other courses in consultation with advisor.
3. One unit chosen from the following computational courses: Computer Science 111, 170 (when relevant, with approval of advisor), 175, 204, 245; Data Science and Data Analytics 210 (.5) and 215 (.5), 345; Physics 220; Philosophy 100. Other courses possible in consultation with advisor.
 4. One unit chosen from the following courses offering theories of humanity: Anthropology 100, 120; Health and Society 301; Performing and Applied Arts 276, 288; Philosophy 200, 205, 234, 240 (when relevant, with approval of advisor), 250, 260, 275; Philosophy/Political Science 280; Psychology 250, 252. Other courses possible in consultation with advisor.
 5. One unit chosen from the following courses examining behavior of systems at different levels of description: Anthropology 310; Biology 237, 257, 289, 340; Chemistry 117, 150; Education and Youth Studies 151; Environmental Studies/Sociology 271; Health and Society 140; Philosophy 285; Physics and Astronomy 102; Political Science/Psychology 207; Psychology 210, 215, 225, 230, 235, 260, 265; Sociology 216, 218, 225, 231. Other courses possible in consultation with advisor.
 6. One of the following options from among statistics offerings: Anthropology 240; Biology 247; Health and Society/Political Science 201; Mathematics 205, 310; both Psychology 161 and 162; Sociology 205 (and 211 recommended but not required). Students intending to pursue graduate study in cognitive science are strongly advised to take the Psychology 161 and 162 sequence. Other courses possible in consultation with advisor.
 7. One capstone course, chosen in consultation with advisor: Cognitive Science 350 (strongly recommended), 380 (honors thesis offered by invitation only), Data Science and Data Analytics 385, Interdisciplinary Studies 310, Philosophy 385 (with permission of instructor and advisor), Psychology 285 (with permission of instructor and advisor). Other courses possible in consultation with advisor.
 8. Honors in cognitive science: Students with a 3.7 GPA or above in courses in the major and a 3.5 GPA or above overall may apply at the end of the junior year to be considered honors students, who will complete a thesis with an appropriate topic.

Cognitive Science Minor, Computer Science Concentration (6 units)

1. Two core Cognitive Science units: Cognitive Science 101, 205.
2. Two required Computer Science units: Computer Science 111, 204.
3. Two elective units for computer science breadth: Computer Science 170 (when relevant, with approval of advisor), 175, 245, 270 (when relevant, with approval of advisor), 315, 347; Data Science and Data Analytics 210 (.5) and 215 (.5), or 345.

Cognitive Science Minor, Philosophy Concentration (6 units)

1. Two core Cognitive Science units: Cognitive Science 101, 205.
2. Two required Philosophy units: Philosophy 110 or 115; Philosophy/Cognitive Science 241.
3. Two elective units chosen from the following courses for philosophical breadth: Philosophy 100, 205, 240 (when relevant, with approval of advisor), 250.

Cognitive Science Minor, Psychology Concentration (6 units)

1. Two core Cognitive Science units: Cognitive Science 101, 205.
2. Two required Psychology units: Psychology 100; Psychology/Cognitive Science 240.
3. Two elective units for psychological breadth (2 units):
 - a. One chosen from Anthropology 310; Biology 340, and one chosen from Psychology 210, 215, 230, 235, 260, 265 **OR**
 - b. Two chosen from Psychology 210, 215, 230, 235, 260, 265.

Conditions for Cognitive Science Minors

1. A student may double-count no more than two courses with any other major or minor except in consultation with their advisor.
2. No student majoring in the area of the concentration may choose that concentration area to minor in. A student may still choose any of the other minor concentration areas. (For example, a student majoring in philosophy may not choose to minor in cognitive science with a philosophy concentration, but this student may minor in cognitive science with a psychology or computer science concentration.)

Cognitive Science Courses

COGS 101. Introduction to Cognitive Science (1). This course asks questions about how humans think. We examine how emotion has been considered distinct from cognition, as well as the relationship between language and thought. Some time is spent looking at the differences between perception, action, and rationality, while examining the role of social interaction in the development of our minds. Additionally, the class looks at the evolution of cognition, as well as the possibility that a mind could be realized on something other than a brain (and what the difference between the two might be). Cognitive science is an interdisciplinary field, and as such students are introduced to perspectives and methodologies from philosophy, psychology, biology, linguistics, and computer science. Offered each year.

COGS 205. Topics in Cognitive Science (1). This course is an introduction to cognitive science through special topics. These may include discussions of artificial intelligence at either the theory and modeling level or at the level of societal and ethical impacts of the technology. Other topics covered may include cyborg technologies that examine the processes of interaction between mind, body, and environment, or cognitive robotics work that examines the ways structure, environment, and underlying programming generate behavior and aberrations in behavior. Students look closely at primary and secondary source material, and sometimes engage with hands-on demonstrations of the technologies. May be repeated for credit if topic is different. Prerequisites: Cognitive Science 101, Psychology 100, Philosophy 110 or 115, or permission of instructor.

COGS 240. Memory and Cognition (1). This course examines some of the mental processes involved in human behavior. General issues to be covered include the accuracy of memory, problem solving, decision making, and the rationality of thought processes. Specific topics such as selective attention, subliminal perception, neurological bases of memory, and effects of aging will be discussed. (3B) (Also listed as Psychology 240.) Offered occasionally. Prerequisite: Psychology 100.

COGS 241. Minds, Brains, and Bodies (1). The human mind may be the last great mystery of the physical world—the thing that sets us apart from other animals and seems to defy physical law. In fact, consciousness holds the special title of “The Hard Problem.” Traditional philosophy of mind examines the mind-body problem, usually as it has been conceived and explored through analytic philosophy. This course looks at those texts that have defined and shaped the field historically, while including texts from other philosophical traditions that have only recently changed how the mind-body problem is understood. These include texts from phenomenologists, pragmatists, and linguists, among others. We survey many authors and perspectives, while remaining grounded in the classical texts of the field. (5T) (Also listed as Philosophy 241.) Offered even years, spring semester. Prerequisite: Philosophy 110 or 115.

COGS 350. Capstone Reading Group (1). This course provides advanced students in cognitive science an opportunity to engage in a small, seminar-style reading group, introducing advanced topics and topics of more immediate concern. It also gives students a chance to think about what they will do with a cognitive science major after Beloit, including discussions and assignments around graduate school, industry work, or other related careers. This course provides multiple opportunities for students to take control of the syllabus and structure the discussions through their leadership. (CP) Prerequisites: preference given to junior and senior majors and minors.

COGS 380. Senior Thesis (.5, 1). Independent research by a superior student under faculty supervision. (CP) Prerequisite: Senior standing, invitation only.

COGS 385. Advanced Topics in Cognitive Science (.5, 1). This course examines advanced topics in cognitive science that reflect the interests and expertise of the instructor. This course serves as a capstone course for cognitive science majors and minors. It is open to others with the proper prerequisites. May be repeated for credit if topic is different. (CP) Prerequisite: Cognitive Science 101 and one other Cognitive Science course. Other prerequisites may be required depending on topics.

COGS 390. Special Project (.25 - 1). Individual study or research under close faculty supervision. Prerequisite: sophomore standing.

COGS 395. Teaching Assistant (.25, .5). Work with faculty in classroom instruction. Graded credit/no credit.

Computer Science

Computer science focuses on how to create a model for a real-world situation, how to represent that model inside a computer, and how to devise mechanizable techniques to manipulate that model. Such models and techniques are used to understand or investigate the situation or to solve real-world problems.

Introductory courses prepare a student to do such problem-solving in any domain. Students pursuing a computer science major learn more advanced techniques for such modeling and also focus on models specific to computer science and computer technology. Upper-level elective courses prepare students for graduate-level study and for vocations in various computer fields.

Computer Science Faculty

- Eyad Haj Said
- Katherine Harris
- Sohaib Kiani
- Tom Stojsavljevic
- Ben Stucky
- Robin Zebrowski

Computer Science Major (12 units)

1. Nine departmental units: Computer Science 111, 175, 204, 245, 315, 335, 347, 367, and 377.
2. One elective unit chosen from Data Science & Data Analytics 345 and 385, Mathematics 300, Cognitive Science 205 (when topic is appropriate and approved in advance by the department chair), or any other course approved in advance by the department chair and advisor.
3. Two supporting units: Mathematics 110 and 160.
4. Students planning to attend graduate school in computer science should consider taking more mathematics course, such as Probability and Statistics I (MATH 205), Linear Algebra (MATH 275), or Real Analysis (MATH 340), and should consult with an advisor for additional study that should be done.
5. Successful graduates of the program should be able to speak and write effectively in order to communicate important ideas to diverse audiences. The program helps students develop these capabilities in the context of computer science through the progression in its courses. In written communication, students are expected to document their programming work via both internal and external documentation. In oral communication, students are expected to present all aspects of their work and effectively communicate in teams. In all forms of communication, students are expected to be able to address both technical and general audiences. The capstone experiences offer an important opportunity to solidify and extend these skills as students prepare for their future work.
6. Students majoring in computer science may choose to receive the Bachelor of Science degree rather than the Bachelor of Arts degree by completing a minimum of 4 units in biology, chemistry, geology, and/or physics.

Computer Science Minor (6 units)

1. Six departmental units:
 - a. Two units of core courses: Computer Science 111 and 204.
 - b. Four additional units of computer science courses chosen from 175, 245, 315, 335, 347, 367, and 377. Cognitive Science 205 (when topic is appropriate), Data Science & Data Analytics 345, 385, or Mathematics 300 may be used toward this 1 unit if approved in advance by a computer science advisor or another course approved in advance by the department chair.

Advanced Placement Credit for Computer Science

Supplemental to the college's general policies of Advanced Placement and Credit, the department of mathematics and computer science may grant additional placement (based on advising by faculty). The department does not grant placement for computer programming alone but for mastery of concepts and techniques of computer science.

Departmental Honors in Computer Science

The goals of departmental honors in Mathematics and Computer Science are:

1. To encourage students to explore independently topics in mathematics or computer science outside the scope of our formal curriculum, and
2. To enhance students' abilities to communicate ideas in mathematics and computing.

Honors in Computer Science is awarded on the basis of the following criteria.

1. Academic achievement. The candidate must demonstrate high academic achievement across the College (cumulative GPA of at least 3.2) and in Computer Science (GPA of at least 3.2 in the major).
2. Intention to apply: The candidate must submit an intention to apply for honors (in writing), including the list of courses that satisfy the requirements for the major, to the chair of the Mathematics and Computer Science Department no later than the last day to add one-unit courses for the last on-campus term as a regular full-time student.
3. Project: An honors student in Computer Science engages in original research that demonstrates thorough knowledge of Computer Science. The project may be completed through
 - A summer research experience
 - An internship
 - An off campus study course
 - A Special Project (CSCI 390) of at least 0.5 unit, or a 0.25 unit Special Project that expands on one in CSCI 175 or higher.
4. Presentation: An honors student in Computer Science must present their work to an external audience (on or off campus).
5. Professional engagement: The candidate should demonstrate active engagement in the department or in the broader discipline of computer science and serve as a role model for respectful and professional behavior.
6. The award of Honors in Computer Science requires designation by the faculty of the Department of Mathematics and Computer Science that the candidate's project and presentation is of honors merit (one that demonstrates independence of thought, intellectual maturity, and an in-depth understanding of the research problem).

Computer Science Courses

CSCI 111. Introduction to Object-Oriented Programming (1). This course is a structured approach to algorithm development and problem solving using computer programming in an object-oriented programming language such as Java or Python. The course develops the concepts of procedural abstraction, program design, debugging, and testing in addition to teaching the standard features of a high-level computer programming language. Students will be introduced to the key concepts of object-oriented programming, including classes, inheritance, polymorphism, and interfaces. Societal issues related to computers (e.g. ethics, privacy, liability, and security) will also be discussed. (1S) Offered each semester.

CSCI 165. Web Design (.5). An introduction to the design, creation, and maintenance of web pages and websites. Students learn how to critically evaluate website quality, how to create and maintain web pages, how to design web page layout and effective site navigation, and learn about web design standards and their importance. The course includes implementation using HTML, CSS, and other basic tools for Web based construction. The course then continues with higher level tools, including page design tools, DHTML, and related tools. Some site management techniques are covered, accessibility issues and working with clients discussed. The course progresses from introductory work on web design to a culminating project, usually on a student-selected project or a site for a local community organization. Offered occasionally. Prerequisite: junior standing.

CSCI 170. General Topics in Computer Science (.25 - 1). Special topics applicable to a general audience. Course title and content vary, and the course may be repeated for credit when the title and content change. Offered occasionally. Prerequisite: varies with topic.

CSCI 175. Computer Architecture (1). The course introduces the organization of the physical components of the computer (hardware) and the interface between the hardware, specifically via the Central Processing Unit (CPU), and the programs/instructions (software) that resulted in a functioning computational machine. In addition, the course introduces an in-depth study of the CPU in terms of its functional sub-units (Register File, Arithmetic and Logic Unit (ALU), datapath and control, pipelining) and interconnections, as well as in terms of its interface to memory and the external world. The course includes formal study of digital logic, Instruction Set Architecture (ISA), assembly language, memory hierarchy, and storage units. The course also explores alternative processor architecture and multiprocessing. Offered every spring semester. Prerequisite: Computer Science 111.

CSCI 204. Data Structures and Algorithms (1). Practical coverage of data structures with opportunities for software problem-solving. Covers linked-lists, skip lists, general and balanced trees, hashing, and graphs, together with algorithms and standard tools for their implementation, plus algorithms for diverse sorting methods and complexity analysis of algorithms. Students learn how to use abstractions of data structures in designing software for applied problems, to implement the details of algorithms in writing programs, and to analyze the tradeoffs in choices of data structures and algorithms. Offered each spring. Prerequisite: Computer Science 111.

CSCI 245. Computer Networks (1). Introduces the concepts, design, and implementation of computer data communication networks, presenting both a service model and a layered-architecture model. The course examines the Internet and its services and protocols at the application, transport, network, and physical layer in terms of a client-server, socket-based model. The growth and control of the Internet and its social implications are also discussed. The principles of network, communications, and data security and integrity are presented. Offered every third semester. Prerequisite: Computer Science 175.

CSCI 265. Web Programming (.5). An introduction to programming techniques for the construction of dynamic web sites, and an introduction to Web application development. Students will learn to program in the building blocks of the web, including JavaScript (client-side), PHP or Python (server-side), and SQL (database communication). Additional technologies introduced include HTML forms, HTML5, the Document Object Model (DOM), XML, JSON, and AJAX. Students will work in teams to design, implement, and deploy a full-featured web application, either a pre-provided project or a personally designed project. Offered occasionally. Prerequisites: Computer Science 204 and Computer Science 165, or permission of instructor.

CSCI 270. Intermediate Topics in Computer Science (.25 - 1). Selected aspects of computer science reflecting particular interests and experience of the instructor. Course title and content vary, and the course may be repeated for credit when the title and content change. Offered occasionally. Prerequisite: varies with topic.

CSCI 315. Algorithm Design and Analysis (1). The major classes of algorithms used across the diverse areas of computer science, including graph algorithms, pattern matching, graphical algorithms, parallel algorithms, encryption, and compression. General approaches to the design of algorithms, including divide-and-conquer, backtracking, dynamic programming, and transformation of problems. Further techniques for the analysis of the efficiency of algorithms. An introduction to the abstract classes of problems: P (solvable), NP and NP-Complete (solvable but intractable), and unsolvable problems. Offered every third semester. Prerequisite: Computer Science 204 and Mathematics 160.

CSCI 335. Threads and Operating Systems (1). Overviews the basic techniques for threaded programs where multiple tasks share the computer resources as well as surveys the principles of modern operating systems. Topics covered include data races, deadlock, atomicity/mutual exclusion with implementation, communication between threads including shared memory and message passing, operating system design, hardware influences, concurrency mechanisms, threads and processes, process states and diagrams, scheduling, context states and interrupts, memory management, file systems, and examples from major contemporary operating systems. Actual threaded programming will be done. Offered every third semester. Prerequisite: Computer Science 204.

CSCI 347. Computer Models and Languages (1). To understand what a computer can and cannot do, we investigate different styles of languages used to program computers, study machine learning (where the computer partly programs itself) and construct abstract models of computers for a more formal analysis of their capabilities and limitations. The focus is on programming languages substantially different than the object-oriented languages students are expected to be familiar with. We investigate their capabilities and strengths, and how they are implemented. We learn the basic properties of the three main abstract classes of computers: Finite State Machines, Context-Free Grammars, and Turing Machines. We learn that some problems cannot be solved by computers and the implications of these unsolvable problems on computer technology. Offered every third semester. Prerequisite: Computer Science 204.

CSCI 367. Database Capstone (1). This course introduces relational database systems, including design, architecture, SQL, relational data modeling, entity-relationships, transactions, and reliability. The course also introduces information management systems, including human needs, indexing, quality issues, object-oriented model, and information representation and applications. Students will work in teams to design a database application, including testing, documentation, and review. Students will experience different roles in the team environment and continued presentation of work to the audiences. Appropriate software development tools will be learned and utilized. Students will study professional ethics and obligations. (CP). Offered every year. Prerequisite: junior standing and Computer Science 204.

CSCI 370. Advanced Topics in Computer Science (.25 - 1). Selected aspects of computer science reflecting particular interests and experience of the instructor. Course title and content vary, and the course may be repeated for credit when the title and content change. Offered occasionally. Prerequisite: varies with topic.

CSCI 377. Software Engineering Capstone (1). This course studies modern techniques for using multiple teams to develop a single program. This includes programming techniques (e.g. test-driven development), professional tools (e.g. GitHub), and Scrum-based coordination. Historical approaches, such as the Waterfall Model, are discussed, but the focus is on modern versions of Agile Programming and user-story driven incremental development. This is a project-based course, with new projects for each offering. Students attend weekly Scrum meetings, contribute regularly to the GitHub repository, design tests for both their own code and teammate's code, and give a presentation on one of the standard design patterns. (CP) Prerequisites: Computer Science 204 and junior standing.

CSCI 390. Special Project (.25 - 1). Individual, guided investigation of a problem or topic in computer science. Prerequisite: sophomore standing.

CSCI 395. Teaching Assistant (.25, .5). Work with faculty in classroom instruction. Graded credit/no credit.

Critical Identity Studies

The Department of Critical Identity Studies (CRIS) aims to bring normative and non-normative identities and embodied lifeways (based on races, religions, genders, sexualities, dis/abilities, nations, etc.) across space and time into critical and constructive dialogue so as to integrate theories and practices that advance the work of equity and anti-racism at the college and beyond.

Drawing on cross-disciplinary approaches to women's and gender studies, ethnic studies, religious studies, disability studies, postcolonial studies, and more, CRIS students have ongoing opportunities to understand identity deeply, remake dominant knowledge paradigms, and practice what it means to transform themselves and their communities through self-reflection and hands-on engagement within and outside the traditional classroom.

Whether their communities are the places they call home, the various contexts of Beloit College, or the global networks they build, students will broaden their awareness of the relations that constitute self and other and enhance their ability to navigate complex systems of power within which identity formations take shape.

Courses from several different departments and programs count toward the Critical Identity Studies major and minor.

Critical Identity Studies Faculty

- Natalie Gummer
- Sonya Maria Johnson
- Lisl Walsh

Critical Identity Studies Major (10 units)

1. Critical Identity Studies 101.
2. Two Critical Identity Studies Blocks from the list in the “Blocks” section below (up to 8 units).
3. At least one unit from these blocks must address methodology (to be chosen in consultation with the advisor).
4. Aside from Critical Identity Studies 101, no more than 3 courses at the 100-level may apply to the major.
3. Critical Identity Studies 350.
4. Additional units chosen in consultation with the advisor that add up to at least 10 units in total.
5. A student may double-count no more than two courses with any other major or minor except in consultation with their advisor.

Students with a GPA 3.6 or above in courses in the major may apply in the fall of the senior year for honors. Honors are awarded based on the development and public presentation of an outstanding senior project that builds or transforms community.

Critical Identity Studies Minor (6 units)

1. Critical Identity Studies 101.
2. One Critical Identity Studies Block from the list in the “Blocks” section below (4 units).
3. At least one unit from the selected block must address methodology (to be chosen in consultation with the advisor).
4. Aside from Critical Identity Studies 101, no more than 1 course at the 100-level may apply to the minor.
5. Critical Identity Studies 350.
6. A student may double-count no more than one course with any other major or minor except in consultation with their advisor.

Religious Studies Minor (6 units)

1. Religious Studies 101
2. Five additional units in RLST.
 - a. Some of these units may be fulfilled by courses focused on religion in another discipline (e.g., HIST 225, Renewal and Reform in Early Modern Europe, and HIST 264, Piety and Heresy in the Middle Ages) or as part of study abroad.
 - b. A maximum of one unit may be fulfilled by a course not primarily focused on religion, as long as the student does substantial work on a topic related to the study of lifeways seen as religious for the course. This option requires the approval of a religious studies advisor prior to the completion of the course.

Critical Identity Studies Blocks

Bodies (4 units)

Students who complete the Bodies block will be able to analyze how bodily practices intersect with knowledge systems, as well as articulate the ways in which bodies are shaped by and transgress structures of power and oppression.

Introductory course: Critical Identity Studies 101.

Bodies in function: At least one unit from Anthropology 120, 225, 230; Biology 110, 111, 121, 152, 256; Cognitive Science 241; Greek and Latin Studies 215; Health and Society 252; Philosophy 221; Sociology 275; relevant topics courses.

Bodies in culture: At least one unit from Anthropology 253, 308; Cognitive Science 240; Psychology 225; Religious Studies 311, 315; relevant topics courses (e.g., Anthropology 375 Archaeology of Animal Companions; Cognitive Science 205 Cyborg Brains and Hybrid Minds; Critical Identity Studies 265 Bodies and Care).

Bodies in motion: At least one unit from Art 135; Health and Society 110; Performing and Applied Arts 100, 106, 113, 180, 213, 313; Physical Education and Recreation 104; relevant topics courses (e.g., Health and Society 280 Pilates; Performing and Applied Arts 200 Hip Hop Dance).

Colonialism and Decoloniality (4 units)

Students who complete the Colonialism and Decoloniality block will be able to articulate how global structures of power depend upon and reproduce interdependent and transformative forms of knowledge production, as well as identify and practice alternatives to colonial structures and norms (four units).

Introductory Course: Critical Identity Studies 101.

History and Culture: At least one unit from: History 250, 268; Performing and Applied Arts 150, 219, 310; relevant topics courses such as English 263; History 150 (Colonialism), 310 (History Beyond Borders).

Forms of Knowledge and Power: At least one unit from: Philosophy 275; Political Science 160, 210, 265, 272; Religious Studies 206, 309, 315; relevant topics courses.

Criminal Justice and the Carceral State (4 units)

Students who complete the Criminal Justice and the Carceral State block will be able to identify the social norms and values that shape notions of criminality, as well as analyze the variable impact of the carceral state on different bodies and communities.

Introductory courses: Two units: Sociology 100, and one unit from Political Science 110 or 180, as appropriate for course choices below.

Theories of justice/criminality: At least one unit from Philosophy 243; Political Science 180, 280; relevant topics courses.

Carceral institutions and social structures: At least one unit from Political Science 211, 214, 237, 262; SOCI 205, 256, 261, 281; relevant topics courses.

Cross-Cultural Perspectives on Education, Identity, and the Life Cycle (4 units)

Students who complete the Cross-Cultural Perspectives on Education, Identity, and the Life Cycle block will be able to analyze how different pedagogical goals and approaches contribute to identity formation at the K-12 level globally, as well as advance social change through pedagogical innovation.

Four units from Education and Youth Studies 102, 151, 164, 201; Health and Society 252; Psychology 225; relevant topics courses (e.g., Education and Youth Studies 276 Multicultural Education and the American Dream).

Indigenous Studies (4 units)

Students who complete the Indigenous Studies block will be able to identify how indigenous communities have grappled with colonial forces and developed decolonial strategies for ethical living, as well as articulate how indigenous lifeways envision and engage with the natural world (4 units).

Introductory Course: At least one unit from Critical Identity Studies 101.

Colonialism/decoloniality: At least one unit from Religious Studies 206, 309; relevant topics courses such as: English (Colonial/Postcolonial Literatures in English); History 150 (Colonialism), 310 (History Beyond Borders).

Environmental Studies: At least one unit from Philosophy 224, 210, 231, 255, 259, Sociology 271, Writing 220 (Writing the Environmental Humanities). relevant topics courses.

Indigenous Communities and Practices: At least one unit from Philosophy 275; Religious Studies 205, 311, 330; relevant topics courses such as Anthropology 375 (Indigenizing Practice, Indigenous Values, Indigenous Curation in Practice); English 190 (Introduction to Native American Literature).

Intersecting Identities (4 units)

Students who complete the Intersecting Identities block will be able to recognize how intersecting aspects of identity contribute to inequities experienced in our everyday worlds, as well as reflect on how our positionality shapes our perceptions and actions, as well as the ways in which we are perceived and acted upon in our lives.

Introductory course: Critical Identity Studies 101, or substitute Sociology 100.

Multiple identities/identity formation: At least one unit from Education and Youth Studies 102, 164, 201; Performing and Applied Arts 150, 219, 310; Political Science 262, 263, 265; Psychology 161,162; Religious Studies 101, 301, 309, 330; Sociology 205, 245; relevant topics courses (e.g., Spanish Language and Culture 320/English 250 Crossing Borders).

Specific aspects of identity: At least one unit from Health and Society 252; Performing and Applied Arts 288; Psychology 225; Sociology 225, 262; Spanish Language and Culture 270; relevant topics courses (e.g., English 190 Intro Native American Literature; English 194 Gods & Monsters).

Queer and Trans Studies (4 units)

Students who complete the Queer and Trans Studies block will be able to identify the historical and theoretical foundations of queer and trans studies, as well as interpret literary and artistic works that participate in queer and trans activism.

Introductory course: Critical Identity Studies 101.

Artistic Production and Analysis: At least one unit from Performing and Applied Arts 180, 280, 288; relevant topics courses (e.g., French and Francophone Studies/English 250 Trans before Trans; Media Studies 271 Depictions of Drag in TV and Film).

Social and Cultural Analysis: At least one unit from Anthropology 253, 308; Sociology 225; relevant topics courses (e.g., Anthropology 375 Politics of Care).

Race and Racialization (4 units)

Students who complete the Race and Racialization block will be able to recognize the social, political, economic, environmental, and cultural deprioritization or prioritization of different communities based on phenotype, as well as identify the construction of social structures and behavioral conditions that create and recreate racial hierarchies.

Introductory course: Critical Identity Studies 101.

Additional coursework: At least three units from English 263; History 250; Philosophy 275; Political Science 211, 214, 263, 265; Religious Studies 301, 315, 325, 330; Sociology 205, 245, 262; relevant topics

courses (e.g., Critical Identity Studies 265 *Maladies of Empire*; Critical Identity Studies 265 *Bodies and Care*; Critical Identity Studies 265 *Speculative Activism*; English 194 *Gods & Monsters*; History 150 *Colonialism*; History 150 *Nazi History*; Media Studies 271 *African-American Cinema*; Sociology 290 *Race, Class, and Gender in Film*).

Religious Lifeways (4 units)

Students who complete the Religious Lifeways block will be able to analyze religious phenomena with an awareness of the ethical and epistemological implications of positionality and their relationship to power structures and social identities, as well as explain (and possibly modify) their own assumptions and practices in light of the lifeways of others.

Introductory course: Religious Studies 101.

Additional coursework: Three units from History 225, 264; Religious Studies 205, 206, 240, 301, 309, 311, 315, 325, 330; relevant topics courses.

Sex and Gender (4 units)

Students who complete the Sex and Gender block will be able to analyze how gender-based power, privilege, and oppression—historical, cultural, institutional—have constrained bodies and identities within a male/female binary, as well as identify forms of creative and political resistance and transformation that support ways of being beyond a male/female binary.

Introductory course: Critical Identity Studies 101 or Sociology 100.

Sex and gender in culture, politics, and history: At least one unit from Anthropology 120, 253, 308; Japanese Language and Culture 262; Health and Society 252; Political Science 262, 263; Psychology 225; Sociology 205, 225, 245; relevant topics courses (e.g., French and Francophone Studies/English 250 *Trans before Trans*; Media Studies 271 *Women Filmmakers*; Spanish Language and Culture 320/English 250 *Crossing Borders*).

Sex and gender in media and performances: At least one unit from Performing and Applied Arts 288; relevant topics courses (e.g., Greek and Latin Studies 200/English 250 *Ancient Drama*; English 254 *Jane Austen: Fiction & Film*; Media Studies 271 *Depictions of Drag in TV and Film*; Sociology 290 *Race, Class, and Gender in Film*).

Critical Identity Studies Courses

CRIS 101. Navigating Difference (1). This course introduces students to toolkits for encountering and actively practicing empathizing with different experiences and forms of knowledge. Students explore the intersections of identity categories (gender, race, sexuality, class, dis/ability, non/religiosity, nation, etc.) with structures of power, foregrounding the perspectives of those who have been marginalized by dominant groups over space and time, with a focus on the United States. The course foregrounds practices for building communities across differences in identity and experience, using Beloit College as a lab of learning in order to help students develop the intellectual habits, reflective capacities, and collaborative communication skills required for equity-based interventions in their current and future social worlds. (3B) Offered each fall. Prerequisite: first-year or sophomore standing; juniors and seniors may register with instructor permission.

CRIS 140. Introduction to Critical Identity Studies Topics (1). This introductory-level course engages students in the development of intersectional and critical thinking about identity—a core that anchors the Critical Identity Studies curriculum. Courses crosslisted as Critical Identity Studies 140 represent a diverse array of academic disciplines and show how interdisciplinary, intersectional, and social-justice approaches are embedded in a student's education across the curriculum. May be repeated for credit if topic is different. The 3B- and 5T-dominated versions of this topics course are, respectively, Critical Identity Studies 141 and 142.

CRIS 265. Topics in Critical Identity Studies (.5, 1). Topics important to the field of critical identity studies will be offered to take advantage of faculty or student interest. May be repeated for credit if topic is different. The 2A, 3B, and 5T dominated versions of this course are, respectively, Critical Identity Studies 266, 267, and 268.

CRIS 269. Topics in Critical Identity Studies: History Topic (.5, 1). History topics important to the field of critical identity studies. May be repeated for credit if topic is different. (5T) The un-domained version of this course is Critical Identity Studies 270.

CRIS 350. Doing Community Capstone (1). This course helps students assess how their critical study of identity and their liberal arts education have helped them remake knowledge for themselves and others. Students reflect on their experiences and examine the behaviors, practices, and habits of mind they have developed at Beloit. The course culminates in “doing community” through a micro-intervention project that aims to make the college more inclusive. Students learn strategies for seeking mentorship, developing as professionals, launching their post-Beloit careers, and navigating different organizational cultures. By the end of the course, each student produces a robust portfolio for job search or graduate school. (CP) Prerequisites: Critical identity studies major or minor, or permission of instructor.

CRIS 360. Advanced Topics in Critical Identity Studies (.5, 1). This advanced-level course takes up topics important to the field of critical identity studies and will be offered to take advantage of faculty or student interest. May be repeated for credit if topic is different. Prerequisite: Critical Identity Studies 101.

CRIS 390. Special Project (.25-1). Individual work under faculty supervision, with evaluation based on appropriate evidence of achievement. Prerequisite: sophomore standing.

CRIS 392. Senior Thesis (.5, 1). The writing of a substantial paper or project based on independent study or project. Qualified students are invited to apply in the fall of their senior year.

CRIS 395. Teaching Assistant (.5). Work with faculty in research or classroom instruction. Graded credit/no credit. Prerequisite: consent of instructor.

CRIS 396. Research Assistant (.5). Work with faculty doing research. Prerequisite: consent of instructor.

Data Science & Data Analytics

Majoring in data science or data analytics at Beloit, you will learn not only how to work with data, but also the humanistic foundation of data work. You will acquire career-ready skills that will position you, at graduation, to work in a variety of fields that make use of complex data sets (e.g. business, the arts, science, government, and more).

Data Science & Data Analytics Faculty

- Rachel A. Bergstrom, PhD
- Eyad Haj Said
- Katherine Harris
- Diep Phan
- Disha Shende
- Tom Stojsavljevic
- Leslie Lea Williams
- Daniel Michael Youd

Data Analytics Major (10.5-12 units)

1. Data Science and Data Analytics 210 (.5).
2. One unit in mathematics: Mathematics 110.
3. Three units in computer science: Computer Science 111, 204, and 367.
4. At least 2.5 units in data science and data analytics or the humanities, chosen from Art 325, Data Science and Data Analytics 215, English 265, Greek, Latin, and Ancient Mediterranean Studies 249, Media Studies 150, Writing 215.
5. One disciplinary specialty chosen from the following (3 units, unless otherwise indicated):
 - a. Anthropology: Two units chosen from any 100-level anthropology courses; 240 (201 and 225 are recommended).

- b. Biology: one 100-level biology course and 247; either 215 or 372.
 - c. Chemistry: 117 and 220, and one chosen from 225, 240, 245, or 300.
 - d. Economics: 199, 211, 251 (one chosen from 271, 302, or 303 is recommended).
 - e. Education and Youth Studies: 201, 255, 256, and 306.
 - f. Environmental Studies: one laboratory science course, one statistics or quantitative course from any discipline, and Environmental Studies 258.
 - g. Geology: 100 or 110; one statistics or quantitative course from any discipline; one chosen from Geology 230, 235, or 245, or Environmental Studies 258, with a geology project.
 - h. Health and Society: 140, one statistics or quantitative course from any discipline, and Biology 215.
 - i. Physics (4 units): Mathematics 115; Physics 101 and 335; either Physics 210 or 345.
 - j. Political Science: 110 and 201; either 207 or 215.
 - k. Psychology: 100, 161, 162.
 - l. Sociology: either 100 or 150; 205 and 211.
 - m. Sports Analytics: Economics 199, 202, 251, 300.
6. Data Science and Data Analytics 310 (.5)

If students majoring in data science or data analytics want to major or minor in another discipline, up to four units are allowed to be double counted.

Data Science Major (14.5-15 units)

- 1. Data Science and Data Analytics 210 (.5), 345, and 385.
- 2. Four units in mathematics: Mathematics 110, 115, 205, and 275.
- 3. Three units in computer science: Computer Science 111, 204, and 367.
- 4. At least 1.5 units in data science and data analytics or the humanities, chosen from Art 325, Data Analytics and Science 215, English 265, Greek, Latin, and Ancient Mediterranean Studies 249, Media Studies 150, Writing 215.
- 5. One disciplinary specialty chosen from the following (3 units):
 - a. Anthropology: Two units chosen from any 100-level anthropology courses and 240 (201 and 225 are recommended).
 - b. Biology: one 100-level biology course and 247; either 215 or 372.
 - c. Chemistry: 117 and 220, and one chosen from 225, 240, 245, or 300.
 - d. Economics: 199, 211, 251 (one from 271, 302, or 303 is recommended).
 - e. Education and Youth Studies: 201, 255, 256, and 306.
 - f. Environmental Studies: one laboratory science course, one statistics or quantitative course from any discipline, and Environmental Studies 258.
 - g. Geology: 100 or 110; one statistics or quantitative course from any discipline; one chosen from Geology 230, 235, or 245, or Environmental Studies 258, with a geology project.
 - h. Health and Society: 140, one statistics or quantitative course from any discipline, and Biology 215.
 - i. Physics: Physics 101 and 335; either Physics 210 or 345.
 - j. Political Science: 110 and 201; either 207 or 215.
 - k. Psychology: 100, 161, 162.
 - l. Sociology: either 100 or 150; 205 and 211.
 - m. Sports Analytics: Economics 199, 202, 251, 300.
- 6. Data Science and Data Analytics 310 (.5).

If students majoring in data science or data analytics want to major or minor in another discipline, up to four units are allowed to be double counted.

Departmental Honors in Data Science & Data Analytics

Students may apply to be considered for departmental honors if they have:

1. Academic Achievement: The candidate must demonstrate a high academic performance across the college (Cumulative GPA of at least 3.5) and in DSDA (at least 3.5 GPA in major)
2. Intention to apply: The candidate must submit a written intention to apply for honors, including the list of courses that satisfy the requirements for the major to the chair of the DSDA program no later than the last day to add one-unit courses for the last on-campus term as a regular full-time student.
3. Project: An honors student in DSDA either engages in original research or expositions and demonstrates thorough knowledge of the field done by others. The project may be a summer research experience or similar work done outside of the curriculum.

Presentation: An honors student in DSDA must present their work to a public audience on- or off-campus.

Data Science & Data Analytics Courses

DSDA 210. Introduction to Data Science and Data Analytics (.5). In this course students learn what data work involves, including a discussion of data ethics, and get introduced to popular data tools such as R, Tableau, SQL. Students also learn what a career in data work looks like, and they get to connect with an alumnus/a in data science/analytics to learn more about the field from a practitioner.

DSDA 215. Data Visualization (.5). Data visualization is the process by which information is displayed in graphical form, to investigate patterns in datasets and communicate results. This course covers methods of data visualization, centering on two areas: data visualization as exploration and data visualization as communication. Students discuss univariate, bivariate, and multivariate comparisons and use multiple programs to generate visualizations. Each student will create a final portfolio project on a topic of their choice. Prerequisite: none, but preference given to data science and data analytics majors.

DSDA 310. Senior Seminar in Data Science and Data Analytics: Harnessing Data for the Common Good (.5). As the senior seminar in data science and data analytics, this course provides a synthesis of concepts and skills learned by DSDA majors and minors during their time at Beloit. Affiliate faculty in departments across the college discuss the importance and meaning of data in their disciplines. Students complete a senior portfolio showcasing their work in data science and analytics and preparing for post-Beloit education and employment. (CP) Prerequisite: senior standing.

DSDA 345. Data Mining (1). This course discusses several data mining techniques to identify novel patterns from large scale databases that might not be available at the current level of process. Topics related to data processing, data visualization, data exploration, prediction, classification, anomaly detection, association analysis, and clustering are covered. Students work on several projects in order to employ data mining tools and techniques such as decision trees, support vector machine, Bayesian classifiers, and neural networks-mean clustering to solve some problems in the field of data science. Offered odd years, spring semester. Prerequisite: junior standing and Computer Science 204. Recommended: Mathematics 205 and 275.

DSDA 370. Special Topics in Data Science/Data Analytics (.25 - 1). Special topic in data science/analytics as chosen by instructor. Depending on the instructor and course content, prerequisites vary, but normally students should have finished at least CSCI 111 "Intro to Programming", and one intro-level statistics or quantitative methods course.

DSDA 385. Machine Learning Capstone (1). An introduction to the three types of machine learning: 1) supervised learning, 2) unsupervised learning, and 3) reinforcement learning. Students work individually or in teams on real world datasets from different fields to implement machine learning algorithms/approaches and evaluate their performance, including presentations of work oriented to audiences in the related field. Students study professional, ethical, and social issues related to data science. Python is used as the main programming language in this course. (CP) Offered even years, spring semester. Prerequisite: Data Science and Data Analytics 345.

DSDA 386. Data Clinic Capstone (.5-1). Students work on a real data project for a "client" under the supervision and guidance of a faculty member. This project counts as a capstone experience. Prerequisites: at least junior status.

DSDA 390. Special Project (.25 - 1). Student works on an independent data project under faculty supervision. There are no prerequisites, but ideally the student should have foundational skills in courses such as CSCI 111 “Intro to Programming” and at least one statistics or quantitative methods course.

DSDA 395. Teaching Assistant (.25 - .5). Student assists faculty in classroom instruction. Graded credit/no credit.

Economics & Business

The Samuel J. Campbell Department of Economics and Business curriculum provides students with a solid understanding of fundamental economic and business principles, how the global market economy works, how key institutions of a modern economic system operate, and how to apply these understandings to business management, public policy, and their own lives. The department emphasizes the development of quantitative and analytical skills and career readiness.

Three majors are offered: (i) Business Management, for students interested in a business career; (ii) Economics, which emphasizes the economics discipline as a social science; (iii) Quantitative Economics, which requires more math and emphasizes quantitative skill.

Economics & Business Faculty

- Benjamin Adams
- Bob Elder
- Laura Grube
- Greg Casey Hanrahan
- Varan Kitayaporn
- Matt Laszlo
- Brian Morello
- Diep Phan
- Disha Shende
- Kevin S. Smith

Business Management Major (11 units)

The Business Management major is designed for students interested in the analytical side of running an organization. The major has the analytical core of microeconomics and macroeconomics and the business core of accounting, finance, and management courses. Graduates will be equipped to participate in the operation of all forms of business/economic organizations, to work in the financial services sector, to pursue professional programs, and/or to start their own businesses.

1. Eleven departmental units:
 - a. Economics 199, 211, 212, 251, and 380.
 - b. Business 216, 217, and 285.
 - c. Three elective units chosen from Business 206, 220, 230, 255, 260, 270, 301, 302, 304, 340, 350, Economics 202, 210, 245, 304, 306, and Philosophy 225.
 - d. Business Management majors are recommended to pursue one minor (choose from Finance, Marketing, Entrepreneurship, and Sports Management). If students do pursue a minor, they must pay attention to limits on double counting (i.e. using the same course to fulfill requirements for a major and minor). These rules are indicated with the minor requirements.

Economics Major (13 units)

The core of the economics major is economic theory, which is a set of tools an economist uses to understand how the world operates, and how individuals, groups and organizations behave. The major also requires supporting courses in other social sciences, so that students gain interdisciplinary perspectives on how the world operates. This major is suitable for students considering careers in public policy, international

development, education, sustainability, public policy, and others.

1. Nine departmental units:
 - a. Economics 199, 211, 212, 251, 303, and 380.
 - b. Three elective units: choose from Economics 201, 202, 203, 205, 209, 210, 245, 271, 304, 306, and Business 206, 230.
2. Extra-departmental and supporting courses (4 units): choose two out of three sequences below.
 - a. Sociology 100 or 150 and choose one from 216, 221, 231, 235, 240, 245 or 251.
 - b. Political Science 110 or 160 and choose one from 210, 212, 214, 230, 246, 255 or 257.
 - c. Two units on a specific country/region of the world from any discipline, including language classes.

Students who major in Economics are encouraged to take Mathematics 110.

Quantitative Economics Major (13 units)

The quantitative economics major enables students to use elements of mathematics to model scenarios in microeconomics and macroeconomics. It teaches students empirical techniques that enable them to test hypotheses emerging from the underlying micro and macro theory by using data drawn from individual firms and entire economies around the world. Through their course choices, students can observe quantitative comparisons between benefits and costs in a variety of contexts that range from the environment to health, sports, and systems for organizing economic activity.

1. Ten departmental units:
 - a. Three units in economic modeling: Economics 199, 211, 212.
 - b. Two units in empirical analysis: Economics 251, 303.
 - c. One unit in mathematical analysis: Economics 305 or 306.
 - d. One unit in cost-benefit analysis: Economics 201, 202, 203, 205, 209, 210, 245.
 - e. One capstone unit: Economics 380.
 - f. Two elective units from Economics 300, 304, or Business 301, 302, 350 and any of the courses not used to satisfy the preceding requirement, and Economics 271 if the subject of the topics course is pertinent.
2. Supporting courses (3 units):
 - a. Three units from Mathematics: 110, 115, and one chosen from 160, 205, 275, or 290.

Entrepreneurship Minor (6 units)

1. One unit of Economics 199.
2. One unit of PRAX 202.
3. One unit of Business 216.
4. One unit of Business 220.
5. One unit of Business 304.
6. One unit of PRAX 285.

Students may not count more than 2 units from the above listed minor requirements for their major.

Finance Minor (6 units)

1. One unit of Economics 199.
2. One unit of Economics 212.
3. One unit of Business 216.
4. One unit of Economics 245.
5. Finance courses: 2 units chosen from Business 217, 340, 350, or Business 270 (when the topic is relevant).

Students may not count more than 3 units from the above listed minor requirements for their major.

Marketing Minor (6 units)

1. Introductory economics: Economics 199.
 2. Business courses: Business 220 and 230.
 3. Statistics course: One unit of an introductory statistics course such as Mathematics 106, Biology 247, Economics 251, Sociology 205, Psychology 161, Health and Society/Political Science 201, or another statistics course by permission of instructor.
 4. Two units from Media Studies 150, Art 125, 280 (when topic is UX Design), 325, Museum Studies 285.
- Students may count up to 3 units from the above listed minor requirements for their major.

Sports Management Minor (6 units)

1. Disciplinary perspective, either
 - a. Economics 199 and 202, or
 - b. Sociology 100 and 219, or 290 (when topic is relevant).
2. Business courses: Business 216 and 220.
3. Sports management and leadership courses: Business 255 and 260.

Students are encouraged to take other sports courses, including Economics 300 and Business 270 (when the topic is relevant). Students may count up to 3 units from the above listed minor requirements for their major.

Finance Dual Degree Program

Beloit College students apply to the Marquette University Accelerated Master of Finance program after completing 15 units (usually four semesters) at Beloit and enroll at Marquette after completing 28 units (usually seven semesters).

Prerequisites

- All requirements for the Business Management, Economics, or Quantitative Economics major except for one elective unit.
- An overall and a major GPA of at least a “B” (3.0).
- Business 216 and 217 with a grade of “B” or better.
- All Beloit College domain, skills, and experience (“E”) graduation requirements.
- At least 28 units of Beloit College credit with no more than 12 units of transfer credit.

Economics & Business Courses

BUSN 206. International Business and Asian Economies (1). In the past few decades, economies of South and East Asia have rapidly integrated into the global economy and achieved phenomenal economic success. How did they do it? In the first part of the course, students examine these countries’ economic policies and discuss lessons for other countries. In the second part of the course, against the macroeconomic background provided in part I, students learn to identify and evaluate business strategies that are relevant for international business expansion to a diverse and rapidly globalizing Asia. Offered once every other year. Prerequisite: Economics 199.

BUSN 216. Financial Accounting (1). Students learn the fundamentals of accounting, including the accounting equation, the accounting process, journal entries, and cash vs. accrual accounting. Some fundamentals of finance are also covered: time value of money, present value, future value, and how to value an asset using the discounted cash flow approach. For the final project, students learn to read and interpret financial statements and do financial ratio analysis. Usually offered in fall semester. Prerequisite: Economics 199.

BUSN 217. Corporate Finance (1). This course teaches students both theoretical and practical applications of modern finance. This course covers topics such as: time value of money, bond valuation, capital budgeting, and long-term financing. Students learn how to read and analyze financial statements; calculate and analyze financial ratios; evaluate firm and stock performance price or value assets including bonds, stocks and other securities and derivatives; measure and manage risk; construct an investment portfolio; and evaluate its performance. Prerequisite: Economics 199 and Business 216.

BUSN 220. Marketing Principles & Strategy (1). This course provides students with a comprehensive understanding of the fundamental concepts, principles, and practices of marketing. Marketing is a dynamic and essential discipline that plays a critical role in the success of business, organizations, and individuals. Students explore the key components of marketing, including research, consumer behavior, product development, pricing strategies, promotion, distribution, and the ever-evolving digital landscape. Through a combination of lectures, case studies, group discussions, and project work, students gain valuable insights into how marketing strategies are developed and executed to achieve business objectives. Whether they're a business student, entrepreneur, or marketing enthusiast, this course empowers them to understand, analyze, and create effective marketing strategies. Prerequisite: sophomore standing.

BUSN 230. Consumer Behavior (1). This course covers the basics of experimental economics, which is an empirical method used to identify or test causal relationships, and behavioral economics, a sub-discipline within economics that studies how people make decisions. Knowledge and skills learned from both behavioral economics and experimental economics are applied to consumer behavior and marketing/advertising strategies. Students do a final group project in which they apply a behavioral economic concept or theory to solve a marketing problem or answer a marketing question, then design an experiment to test the solution or answer. (3B) Prerequisites: Economics 199 and a statistics course, such as Mathematics 106, Economics 251, Sociology 205, Psychology 161, Political Science 201, or another statistics course by permission of the instructor.

BUSN 255. Business of Sports (1). This course is designed to increase student awareness and understanding of the sport industry structure and operations. Additionally, the course increases student knowledge of the scope and variety of career opportunities in the sport profession. Focus is given to the business of sport and current issues facing sport organizations along with management strategies utilized to solve challenges in the sports business. Prerequisites: Sophomore standing and either Economics 202: Economics of Sports, Sociology 290: Sociology of Sports, or permission of instructor.

BUSN 260. Sports Facility Management and Operation (1). This course examines the comprehensive planning for the development and operations of new and existing sport facilities and the management of events in those facilities. Topics covered include planning, design and production, financing, general management, service delivery, scheduling, supervision, and technology management. Prerequisites: At least sophomore standing; either Sociology 290 Topics: Sociology of Sport, Economics 202, or permission of instructor.

BUSN 270. Topics in Business (1). In depth study of one or more selected topics in business. May be repeated for credit if topic is different. Prerequisites: vary, depending on topic and instructor.

BUSN 285. Business Management (1). This course develops and applies microeconomic theory to determine optimal business management strategies while considering scarce resources, risk, and competitive market structures. Students learn how to apply economic concepts in analyzing production, pricing, and risk in a firm. In addition, students learn and develop Excel spreadsheet skills as a quantitative tool applied to managerial economic problems such as sensitivity analysis, cost analysis, data analysis, and linear programming. Offered most fall semesters. Prerequisite: Economics 199 and 211.

BUSN 301. Business Analytics (1). Students discover the core principles of business analytics integrated with Python programming in this comprehensive course. Students delve into essential techniques for data analysis, interpretation, and its practical application within modern business settings. The course focuses on statistical methods, predictive modeling, and data visualization tools, all while leveraging Python as a primary analytical instrument. Through real-world case studies and hands-on experience with Python-based analytics, students gain the skills to extract meaningful insights from data and make informed, data-driven decisions. Offered each year. Prerequisite: Economics 251.

BUSN 302. Marketing Research (1). An introduction to the research methods used by organizations (public and private, profit and non-profit) to understand the wants and desires of their customers, clients, and constituents to more effectively deliver a product or service. Topics covered will include: the research process, use of secondary data, collection of primary data (from focus groups to experimental design), survey design, attitude measurement, sampling, data analysis, and presentation of research finding. Prerequisite: Economics 199 and 251.

BUSN 304. The Art of Leading: Finding Your Voice & Influencing Change (1). In this class, students learn how to lead, no matter who they are, no matter what they want to pursue in life. Students study leadership through diverse contexts, case studies on complicated global, community, business, and organizational issues, interactions with guest speakers who are successful leaders. Students gain a deeper understanding of their strengths and learn to creatively find and communicate solutions to complex problems, build and lead effective teams, develop a strategic plan to achieve their vision, and act in organizations and the world to influence change for the better. Prerequisites: Junior standing; sophomores by exception. (Also listed as Praxis 304.)

BUSN 340. Investment and Portfolio Management (1). This course provides a basic understanding of the investment process and the investment management world and career. Students learn: the various types of investment instruments and trading mechanisms available in the financial markets, how to measure and manage risk in the context of portfolio management, analytical techniques used for the evaluation of financial assets, and how to construct, manage, and evaluate the performance of an investment portfolio. Students also connect with industry professionals to explore a career in investment management. Prerequisites: Business 216 and 217.

BUSN 350. International Finance and Investing (1). The first half of this course focuses on international finance, covering topics such as fundamentals of exchange rate determination, the international monetary system, the relationships among exchange rate, interest rate, and inflation rate, and financial crises. The second half of the course covers international financial markets and global investment opportunities. Students learn to do country analysis and construct and manage a global investment portfolio, to prepare for a career in portfolio management. Prerequisites: Economics 212, 251, and Business 340.

BUSN 390. Special Project (.25 - 1). Individual work, under faculty supervision, on projects related to a business topic. Prerequisites: at least sophomore standing and Economics 199.

BUSN 395. Teaching Assistant (.5). Work with faculty in classroom instruction; provide tutoring to students.

BUSN 397. Research Assistant (.25 - 1). Research work under faculty supervision. Graded credit/not credit. Prerequisite: consent of instructor.

ECON 190. Data Analytics with SQL (.5). This course is designed to teach students how to use SQL (structured query language) for data analytics. Students first study the basics of relational database management systems (RDBMS) and database schema which are used widely in many businesses. As part of RDBMS, students learn SQL which is used to gather meaningful information from data files. Students explore various utilities of SQL such as creating reports for business as per the business' requirements, creating tables in a database, modifying information in those tables, and so on. Students may also look at advanced SQL topics such as stored procedures, views, and triggers. By end of the course, students are familiar with different features of SQL and their use cases in businesses. (1S)

ECON 199. Principles of Economics (1). This course takes an analytical approach to economic reasoning and contemporary economic issues. It introduces microeconomic and macroeconomic theories with applications to relevant issues such as employment, growth, international trade and finance, monetary and fiscal policy, and environmental issues. (3B) Offered each semester.

ECON 201. Economics of Race and Inequality (1). This course examines how race plays a role in determining various life outcomes of the people in the United States, including the disparities in economic outcomes caused by differences in gender, sexual orientation, and other personal traits. Students are introduced to economic theories of discrimination; they review the empirical research around those theories and study the policies intended to reduce this discrimination. Students learn how to read research papers in economics and also learn econometric tools that economists use to calculate discrimination. If time permits, students

look at other types of inequalities in an international context such as caste-based inequalities in India. By the end of the course, students learn how to think about various types of inequalities from an economics lens. (3B). Prerequisite: Economics 199.

ECON 202. Sports Economics (1). This course applies economics to sports in the U.S. and around the world. Applications of economics include analytical tools from the fields of industrial organization, public finance, and labor economics. Theoretical outcomes for economic variables such as revenues, costs, and profits as well as sports variables such as winning percentages, team payrolls, and competitive balance are compared with data on these variables from the real world. Cost-benefit analysis of new sports infrastructure is considered both for recurring use by local teams and for non-recurring use to host events such as Olympics or other championships. Offered each year. Prerequisite: Economics 199.

ECON 203. Economics of Globalization (1). This course examines three main aspects of economic globalization: international trade, international migration, and international capital flows. We will use economic models to study why each aspect of globalization happens, who are the winners and losers from each, and the impacts of globalization on matters of interests such as economic growth, poverty and inequality, the environment, labor standards, etc. The theoretical analyses are then confronted with data and country case studies. This will enable us to understand why some people are against globalization while others embrace it, whether we should have more or less globalization, or how we should reform or change globalization. This course is recommended for students who plan to work for government and international organizations in activities affected by international economic relations. (3B) Offered once per year. Prerequisite: Economics 199.

ECON 205. Environmental Economics (1). This course has two main themes: First, the most pressing environmental problems, such as climate change, are directly connected to the production and consumption of energy. Second, the design and critique of environmental policies must be grounded in a solid understanding of economics. (3B) (Also listed as Environmental Studies 205.) Offered each fall. Prerequisite: Economics 199.

ECON 209. Comparative Economic Systems (1). This course compares the theoretical foundations and empirical performance of various economic systems, including Marxist socialism, Soviet-type economies, and markets in different cultural contexts. The course also addresses the issues of economic reform, including monetary reform and privatization. Offered every other spring. Prerequisite: Economics 199.

ECON 210. Health Economics (1). This course is an introduction to health economics. Topics that are covered include: demand for health care, economics of health innovation, the supply of health care, moral hazard, adverse selection, health policy, social determinants of health, public health economics, behavioral health economics and economic epidemiology (population aging, obesity, environmental health, and infectious diseases). The main objective of the course is to equip students with the tools to understand healthcare markets and health outcomes. The course is designed to be as approachable as possible and does not require a strong background in mathematics or quantitative methods to do well. (3B). Prerequisite: Economics 199.

ECON 211. Intermediate Microeconomics (1). Microeconomics is the study of how households and firms allocate scarce resources to competing ends. Students learn to use economic models and optimizing techniques to address a variety of decision-making processes, including consumer utility optimization and producer profit maximization in the context of competitive markets, monopoly, oligopoly, and monopolistic competition. (3B) Offered most semesters. Prerequisite: Economics 199.

ECON 212. Intermediate Macroeconomics (1). In this course, construction of an organized theoretical framework facilitates an understanding of the behavior of variables such as GDP, inflation, and unemployment. An open economy approach is taken, and international analyses abound. Alternative fiscal and monetary policy strategies receive scrutiny in a variety of environments. Important contributions from macroeconomists representing schools of thought (e.g., Classical, Keynesian, New Classical, New Keynesian) from throughout the 20th century are presented. Offered each spring. Prerequisite: Economics 199.

ECON 245. Money and Banking (1). The nature and functions of money and of commercial banks and a critical analysis of the operation of the modern commercial banking system. Central banking, the Federal Reserve System, and monetary policy. The relationships of money and credit to price levels and national

income. Offered each fall. Prerequisite: Economics 199 and 211.

ECON 251. Quantitative Methods for Business and Economics (1). An introduction to the quantitative tools used by decision makers in both private business and public institutions. The course reviews introductory statistical methods and builds to the multiple regression model. Applications of these techniques are then developed to explain, predict, and forecast economic and business events. Offered each semester. Prerequisite: Economics 199 and at least sophomore standing.

ECON 271. Topics in Economics (.5, 1). In-depth study of one or more selected topics in economics. Stress upon primary research materials, case studies, and/or applied experience of economists or policy analysts. May be repeated for credit if topic is different. Offered occasionally. Prerequisite: Economics 199 and 211.

ECON 300. Sports Analytics (1). In this course, students employ analytic methods to describe, diagnose, prescribe, and predict aspects of sporting activity using data sets from the U.S. and around the world. Through applications to sports, students deepen their understanding of probability, statistics, linear and non-linear regression analysis, and coding languages such as Stata and Excel. Prerequisites: a statistics course, such as Mathematics 106, Economics 251, Sociology 205, Psychology 161, Political Science 201, or another statistics course by permission of the instructor.

ECON 303. Econometrics (1). This course introduces students to techniques of econometric analysis and to models of economic activity. It treats issues about specification and estimation of single- and simultaneous-equation models. Students become acquainted with methods of interpreting statistics describing the performance of estimated models, and they learn techniques for addressing any problems such statistics may reveal. Offered each spring. Prerequisite: Economics 199, 211, and 251.

ECON 304. Machine Learning for Business and Economics (1). This course teaches the basic methods, implementation, and applications of machine learning for understanding and solving contemporary business and economic problems using large datasets. The course builds upon students' understanding of traditional statistical models. The topics that are covered include: OLS (Ordinary Least Squares) regressions, LASSO (Least Absolute Shrinkage and Selection Operator) regressions, regression model selection, and regularization; classification; tree-based methods (Decision Trees, Random Forests, Casual Trees); causal inference; and applications of machine learning methods in economic policy analysis. (1S). Prerequisites: Economics 199, 251 (or comparable quantitative or statistics-based research methods course like Mathematics 205) and Computer Science 111.

ECON 305. Mathematical Economics (1). This course uses techniques from mathematics to extend the models developed in the Intermediate Microeconomic and Macroeconomic Theory courses. Static, comparative static, dynamic, and optimal control models track the behavior of economic variables. These models illustrate applications of linear algebra, differential calculus, and integral calculus. Offered occasionally. Prerequisite: Economics 199, 211, 212, Mathematics 115.

ECON 306. Game Theory (1). Tools and concepts from game theory (e.g., simultaneous-move games, sequential-move games, Nash equilibrium, and Bayesian equilibrium) are used to model topics from international political economy (e.g., strategic trade policy, bargaining, and voting games), macroeconomics (e.g., unemployment and optimal policymaking), industrial organization (e.g., cartels, oligopoly, contestable markets, and mergers and acquisitions) and the financial sector (e.g., insurance, credit rationing, and auctions). Offered each spring. Prerequisite: Economics 199 and Mathematics 110 or 115.

ECON 380. Economics Senior Seminar on the Wealth and Well-Being of Nations (1). This capstone course is for all majors in the department of economics. As the title suggests, the central question raised in this course is, "What are the nature and causes of wealth and well-being?" This is among the discipline's most important questions, and it is therefore a fitting one to pursue in this capstone course. Economists have addressed this question with a wide variety of intellectual tools and paradigms, and it is the source of continuing debate and discovery. Each year this course is redesigned around the ideas and influence of a major thinker, school of thought, and/or sub-discipline within economics. This design will reflect the content of an annual event: The Wealth and Well-Being of Nations: A Forum in Honor of Miller Upton. (CP) Offered each fall. Prerequisite: senior standing.

ECON 390. Special Project (.25 - 1). Individual work, under faculty supervision, on projects acceptable to the department. This course affords the opportunity to qualified seniors for more intensive work in fields in which they already have taken the appropriate intermediate level course (e.g., Money and Banking, International Trade and Finance, etc.). Offered occasionally. Prerequisite: Economics 199.

ECON 395. Teaching Assistant (.5). Work with faculty in classroom instruction. Graded credit/no credit.

ECON 396. Teaching Assistant Research (.5). Course and curriculum development projects with faculty.

ECON 397. Research Assistant (.25 - 1). Research work under faculty supervision. Graded credit/no credit. Prerequisite: consent of instructor.

Education & Youth Studies

The education and youth studies department offers an interdisciplinary program of theory and practice that promotes social responsibility through shared scholarship. In the context of current and future changes at the local, national, and international levels, the department commits to a responsive curriculum that tries to meet the changing needs of our students who are future educators, mentors, counselors, social workers, therapists, and social justice advocates and leaders.

The department offers a variety of teaching certifications for students who are interested in teaching in K-12 classrooms. Certified students receive a Wisconsin teaching license that can also be transferred to about 40 other U.S. states. The department also has a non-licensing track for students interested in pursuing a broad range of interests related to education and youth studies. Graduates from the EDYS program pursue careers in teaching, school counseling or psychology, social work, occupational therapy, international education, higher education administration, human resources, environmental education, social justice advocacy, youth development programs, and more.

Education & Youth Studies Faculty

- George Dalbo
- Terri Gile
- Andrea Heckner
- Jingjing Lou
- Sharon Straub
- Amy Van Deuren
- Alicia Wash

Education and Youth Studies Major (9 units)

The major embodies a scholar-practitioner model in the liberal arts tradition, with the purpose of providing students with a sequence of intellectual, ethical, and practical experiences that lead to a broad, integrated knowledge of youth and education. This knowledge is realized in the practical ability to work effectively with children, adolescents, and adults in schools and other social settings.

Teacher education at Beloit is fully integrated into an academically rigorous major that stresses experiential and interdisciplinary learning, a respect for difference, and critical global perspectives on education and youth issues. The department's teacher licensing programs are fully accredited by Wisconsin's Department of Public Instruction.

*Asterisked courses are required for student teaching.

1. Four units from Education and Youth Studies 102, 151, 164, 201.
2. Two units from Education and Youth Studies 246, 255*, 256*, 265*, 266*, 276 (may be taken twice), 390.
3. Two units from Education and Youth Studies 300*, 306, PRAX 200 (internship in education and youth-related setting, under the supervision of Education and Youth Studies faculty and site-based personnel).
4. Capstone: Education and Youth Studies 382.

Education and Youth Studies Minor (5 units)

*Asterisked courses are required for student teaching.

1. Two units from Education and Youth Studies 102, 151, 164, 201.
2. Two units from Education and Youth Studies 246, 255*, 256*, 265*, 266*, 276, 390.
3. One unit from Education and Youth Studies 300, 306.

Teacher Certification Program

The education and youth studies department offers a variety of teaching certifications for students who are interested in teaching in K-12 classrooms. Certified students receive a Wisconsin teaching license that can also be transferred to about 40 other U.S. states.

The department also has a non-licensing track for students interested in pursuing a broad range of interests related to education and youth studies.

Graduates from the EDYS program pursue careers in teaching, school counseling or psychology, social work, occupational therapy, international education, higher education administration, human resources, environmental education, social justice advocacy, youth development programs, and more.

For details about certification requirements for all programs, students should consult the Testing and Certification page on department website and their EDYS academic advisor or department chair.

Education and Youth Studies Department Vision and Learning Goals

Our curriculum highlights a number of recurring themes that signal our commitments and our aspirations for students.

1. **Social Justice:** In every course in our curriculum, students will encounter themes of social justice; each played in a different register. We emphasize social justice with respect to culture, race and ethnicity, class, gender, sexuality, disabilities, indigenouness, youth and family, environment, and of course, in its manifestations in our social institutions, schools in particular.

Our approaches are critical and complementary, spanning many disciplines. Students will learn not to rush to accept any one theory or faith, but come to understand the complexity of the questions, and accept their own moral responsibility to understand, and to take a position, and to be willing to change positions.

2. **Knowledge and Ways of Knowing:** In every course in our curriculum, we stress the importance of engaging with, and understanding, the modes of inquiry that inform our knowledge and our ways of knowing.

Our goal is for our students to come to see that there are many paths to knowledge and expertise, each with their own philosophical strengths and weaknesses, and that each must be evaluated, in context, on a variety of grounds. This means giving up 'natural' dispositions to learn in particular ways, and requires that students and faculty be willing to take risks and live with authenticity.

3. **Inclusive Pedagogy:** In every course we teach, our faculty model and promote inclusive pedagogy in explicit ways.

Our classrooms are intentionally created as learning communities in which student voice, agency, and mutuality are primary. Since most of our students will go on to become teachers themselves, or other kinds of professionals who interact with children and youth, an essential goal we have is for our students to learn how to create the same kinds of inclusive, respectful, and educationally responsible spaces.

4. **Broad Interaction and Networking:** In every course in our curriculum, students are brought into contact with people, places, and ideas from outside their normal orbits.

This means that an essential goal and purpose of our program is to instill in our students the need to enter into these relationships mindfully and to conduct themselves ethically and self-reflectively at all times. This interpersonal dimension is likewise foregrounded in all of our classrooms, which feature site- and content-specific varieties of sustained dialogue.

5. **Awareness and Reflection:** In every course in our curriculum, faculty stress the importance of understanding the historical, philosophical, social, global/international, and psychological background of the issues in education and youth studies they are currently confronting, whether in the classroom or in the field.

Students going on to become teachers and youth workers will develop good professional responsibility after knowing better what they are doing and why.

Education & Youth Studies Courses

EDYS 102. Historical and Philosophical Perspectives in Education and Youth Studies (1). An exploration of a variety of philosophical and historical approaches to the study of education and youth are integrated throughout this class. Students' own educational experiences are taken into consideration through digital stories. These student experiences, in school and out of school, as well as the students' developmental histories and personal philosophies, are considered in their relation to each other, as sources of knowledge and understanding. Students read and write about philosophers and theorists from a broad range of traditions, periods, and places. Integrated with philosophical explorations, students undertake historical investigations of schooling youth; this course focuses on the history of the U.S. and the development of ideas of democratic schooling in contexts of inequality. These explorations also include investigating how media and propaganda impact societal norms and influence education and youth. Additionally, a strong emphasis is placed on anti-racism, anti-sexism, anti-heterosexism, and (dis)able bodies. In their writing and face-to-face interactions, students are strongly encouraged to employ philosophical and historical methodologies for their own self-expression. (5T) Offered each fall and alternate spring semesters.

EDYS 151. Psychological Perspectives in Education and Youth Studies (1). In this course, students explore psychological frameworks related to the process of learning, with a focus on teaching methods, instructional processes, and individual differences in learning. Additionally, this course explores the impact of trauma on learning and the journey towards radical healing. The following psychological frameworks serve as the lenses through which students seek to explore, understand, assess, and create alternative learning environments: cognitive psychology, trauma psychology, and the psychology of radical healing. This course is designed as a seminar. Thus, students are expected to participate actively in discussions while holding themselves accountable for their realizations of and connections to the processes of learning, the impact of trauma on these processes, and the importance of radical healing in addressing trauma. Students are encouraged to apply their understanding of these processes to their own analyses. Alternative learning practices including healing circles, group assessments, and evaluative exploration of curriculum are employed. (3B) Offered each fall and alternate spring terms.

EDYS 164. Socio-Cultural Perspectives in Education and Youth Studies (1). An exploration of major theories and significant research on the development and explanation of social and cultural differences and how they affect the lives and education of youth. The course will investigate student diversity, with special attention to race, class, gender, language, and the inclusion of students with special needs in general education. Issues are examined mainly through the lenses of sociology, anthropology, and education and youth policy. Using the theories and methodologies of these disciplines, students will critically examine how and why race, class, language, ability and disability, and gender have influenced education. (3B) Offered each spring and alternate fall semesters.

EDYS 201. Comparative and International Perspectives in Education and Youth Studies (1). In this seminar, we explore comparative and international perspectives on education and youth studies by focusing on readings that primarily address comparative methodology, including the questions, what is comparative education, and why and how we compare. A prominent theme in our reading is globalization and localization, what it means and how it influences our intellectual and social landscapes, our teaching and research approaches, how we borrow and lend educational ideas, and the way we are connected to each other. We explore how particular kinds of comparative literature might shape public policy as well as our teaching and learning. Through a close examination of comparative methodologies and reading of case studies from different cultures and societies, students learn to position domestic issues on youth and education such as language, inclusion, choice, race/ethnicity, class, gender and beyond, in the global context. We also aim to draw implications for the improvement of policies related to teacher education and curriculum and pedagogy from international comparisons. Our class is largely discussion based with class participants responsible for guiding our analyses of case studies and comparative methodology in part by

sharing weekly reading response and through group presentation projects. The class also incorporates other multi-media sources such as podcasts and videos to help enrich our understandings of the issues we study. (3B) (Also listed as Political Science 205.) Offered each fall.

EDYS 246. Teaching English as a Second or Foreign Language (.5, 1). This course is designed for students who are interested in teaching English as a second or foreign language (ESL/EFL). It includes foundational information on the theories, contexts, and methodology of language acquisition, as well as an overview of current socio-political issues related to teaching English abroad. Students will examine, discuss, and apply aspects of the following topics: intercultural communication, curriculum development and lesson planning, skill-based methodology, language assessment, materials critiques, computer/technology-aided learning, resource development, classroom research, and socio-cultural theory. Field experience, classroom observations, and practice teaching are included. Offered each spring. Prerequisite: sophomore standing and at least one semester of language study that is not their mother tongue/first language.

EDYS 255. Quantitative Reasoning and Numeracy: Math Instruction Module (.5). Students in this course learn about theories of math learning related to qualitative and quantitative reasoning, best practices for math teaching, how to support learning through math rigor (build conceptual understanding, procedural fluency, and apply math to the world) with a focus on sociocultural theories; cognitive processes underlying math literacy (including the development of language, number sense, and symbolic communication of math); pedagogies of math; use of data and statistics in education and curriculum; and the roles of technology in math learning contexts. Students in this course design lesson plans that are aligned with Math Common Core State Standards that promote culturally relevant and inclusive learning experiences for students from diverse backgrounds. The course includes attention to pupils with diverse social, intellectual, emotional, and physical abilities, as well as how to differentiate learning through multiple levels of support. EDYS students observe classrooms with students at different ages engaged in a variety of mathematical and science activities and undertake an independent participant/observation research project in a relevant setting of their choice. Prerequisites: Two 100-level Education and Youth Studies courses. Students should take this course and Education and Youth Studies 256 during the same semester.

EDYS 256. Quantitative Reasoning and Numeracy: Science Instruction Module (.5). Students in this course learn about theories of science learning related to qualitative and quantitative reasoning, best practices for science teaching, understanding of disciplinary core ideas, cross-cutting concepts, and science and engineering practices; procedural knowledge with a focus on sociocultural theories; cognitive processes underlying literacy and language with science; pedagogies of science; use of data and statistics in education and curriculum; and the roles of technology in quantitative contexts. Students in this course design lesson plans that are aligned with Next Generation Science Standards and intentionally connected to Math and ELA Common Core State Standards that promote culturally relevant and inclusive learning experiences for students from diverse backgrounds. The course includes attention to pupils with diverse social, intellectual, emotional, and physical abilities, as well as different levels of opportunity to learn. EDYS students observe classrooms with pupils at different ages engaged in a variety of mathematical and science activities and undertake an independent participant/observation research project in a relevant setting of their choice. Prerequisites: Two 100-level Education and Youth Studies courses. Students should take this course and Education and Youth Studies 255 during the same semester.

EDYS 265. Literacies and Literature Instruction across the Curriculum (.5). This course is a theoretical and practical investigation into literacies and associated literatures across various curricula, focused on children and youth in regular and special education settings, from primary to high school. Students learn about the acquisition/application of reading and writing ability, including emergent literacy, phonemic awareness, fluency, vocabulary, and comprehension, in the contexts of linguistic and sociocultural diversity. Students explore a wide range of literature — fiction and non-fiction — drawn from a range of disciplines and potential age levels. Students also learn about individual differences in reading and writing development, including learning disabilities. The course includes attention to academic language across disciplines and age levels. Students explore reading and writing pedagogies through observation and practice teaching of student placements in different subjects and engage in a variety of literacy activities for approximately 20 hours at a local school. Prerequisites: two 100-level Education and Youth Studies courses. Students should take this course and Education and Youth Studies 266 during the same semester.

EDYS 266. Social Studies Instruction across the Curriculum (.5). This course is a theoretical and practical investigation into interdisciplinary approaches to Social Studies instruction, pedagogy, and content standards. Students become civically-engaged educational problem-solvers who critically examine their roles in local, regional, state, national, and global communities and how that applies to social studies instruction in the classroom. Through studying and applying the individual disciplines of social studies (behavioral sciences, economics, geography, history, and political science), students learn how to support and develop lifelong learners as future teachers who can collaborate and thrive in our interdependent world. Students also learn about applying literacy and other related disciplines to social studies instruction. Students learn about how to address individual differences in social studies content development and ways to support a diverse group of learners. Students explore social studies pedagogies through observation and practice-teaching student placements in various classrooms and engage in various Social Studies activities for approximately 15 hours at a local school. Prerequisites: two 100-level Education and Youth Studies courses. Students should take this course and Education and Youth Studies 265 during the same semester.

EDYS 276. Advanced Topics in Education and Youth Studies (.5, 1). Courses offered under this rubric address a wide range of questions central to education and youth studies, from different disciplinary and interdisciplinary perspectives. Pedagogical approaches also vary according to instructor and topic. Recent offerings, for example, have focused on East Asian education, youth involvement in U.S. labor history, racial dynamics of Romani education, gender and education, environmental justice, mindfulness and adolescent development, African coming-of-age literature, et al. Nearly all offerings under this rubric are explicitly oriented toward the understanding of issues of inequality, injustice, and critical difference. Each offering of the course provides an introduction to, and practical experience with, the methodologies of inquiry specific to the discipline/topic under study. May be taken for credit more than once, with different topics. Offered three times each year. Prerequisite: varies by topic.

EDYS 300. Practicum in Teaching (1). Students participate in pre-K to high school classrooms as teaching apprentices, in conjunction with an ongoing workshop devoted to learning about planning, instruction, and assessment. One unit requires a minimum of eight hours weekly in a classroom setting—a total of approximately 120 hours—with the goal of high-quality independent teaching, under the supervision of a cooperating teacher and a college supervisor. All practica take place in local schools that feature significant socio-cultural diversity and offer experience working with a wide range of atypical students in mainstream and special settings. Students are placed in classrooms corresponding to eventual teaching interests, leading in most cases to students teaching. Students aspiring to obtain certification should undertake teaching experiences with children/youth at two different levels of schooling, e.g. high school and middle school. The goal of the workshop will be the completion of a short version of the Educational Teacher Performance Assessment (edTPA), the equivalent to a field-based research project, requiring a written report of approximately 25 pages. Students may take this course twice, with different placements. Offered each semester. Prerequisite: junior status, and Education and Youth Studies 255, 256 and/or 265 and 266.

EDYS 302. Student Teaching in Elementary School (3). Students will participate in an 18-week, full-time teaching experience in an elementary school with responsibilities for lesson planning, teaching, and evaluation, in addition to parent-teacher conferences, department meetings, and extracurricular activities. A cooperating teacher in students' respective disciplines and a Beloit College supervisor will mentor students to help develop professional teaching habits and evaluate student teaching progress. Students will meet as a group at least once monthly on campus to discuss teaching experiences, and to work on edTPA (Teacher Performance Assessment). Successful submission of edTPA, as well as passing scores on other tests required by the Department of Public Instruction, are required for certification in Wisconsin. Students may complete student teaching locally or petition to teach elsewhere. Prerequisite: senior or 9th-term status; Education and Youth Studies major completed or in progress; grades of B or better in Education and Youth Studies 255, 256, 265, 266, and 2 units of 300; and consent of department. Course fee of \$350 for official edTPA scoring. Additional fees for supervision when students teaching outside of local area.

EDYS 303. Student Teaching in Middle School (3). Students will participate in an 18-week, full-time teaching experience in a middle or intermediate school with responsibilities for lesson planning, teaching, and evaluation, in addition to parent-teacher conferences, department meetings, and extracurricular activities. A cooperating teacher in students' respective disciplines and a Beloit College supervisor will mentor students to help develop professional teaching habits and evaluate student teaching progress. Students will meet as

a group at least once monthly on campus to discuss teaching experiences, and to work on edTPA (Teacher Performance Assessment). Successful submission of edTPA, as well as passing scores on other tests required by the Department of Public Instruction, are required for certification in Wisconsin. Students may complete student teaching locally or petition to teach elsewhere. Prerequisite: senior or 9th-term status; Education and youth Studies major completed or in progress; grades of B or better in Education and Youth Studies 255, 256, 265, 266, and 2 units of 300; and consent of department. Course fee of \$350 for official edTPA scoring. Additional fees for supervision when students teaching outside of local area.

EDYS 304. Student Teaching in High School (3). Students will participate in an 18-week, full-time teaching experience in a high school with responsibilities for lesson planning, teaching, and evaluation, in addition to parent-teacher conferences, department meetings, and extracurricular activities. A cooperating teacher in students' respective disciplines and a Beloit College supervisor will mentor students to help develop professional teaching habits and evaluate student teaching progress. Students will meet as a group at least once monthly on campus to discuss teaching experiences, and to work on edTPA (Teacher Performance Assessment). Successful submission of edTPA, as well as passing scores on other tests required by the Department of Public Instruction, are required for certification in Wisconsin. Students may complete student teaching locally or petition to teach elsewhere. Prerequisite: senior or 9th-term status; Education and youth Studies major completed or in progress; grades of B or better in Education and Youth Studies 255, 256, 265, 266 and 2 units of 300; and consent of department. Course fee of \$350 for official edTPA scoring. Additional fees for supervision when students teaching outside of local area.

EDYS 306. Field Research in Education and Youth Studies (.5 - 3). The purpose of this course is to develop understanding and practical expertise in qualitative inquiry into a broad range of contemporary issues in education and youth studies. Students develop proposals for field-based research; learn about the relevant methods of inquiry for their chosen topics and settings; undertake supervised research in local settings; and write a final report of their experience/findings. In regular meetings of the entire class, small-scale group research projects are developed and executed, individual research proposals are presented and critiqued, and methods of inquiry are studied. Students are strongly encouraged to develop research projects that feature exploration of social justice issues, and to seek commensurate field placements. Students also work collaboratively on the composition of their written research reports. The class also includes a more individualized component, in which students work with the instructor and their field supervisor to carry out their own research projects. Offered each semester. Prerequisite: junior standing and either Education and Youth Studies 276 or Education and Youth Studies 252 and Data Science & Data Analytics 210.

EDYS 382. Capstone Seminar (1). Seniors reflect together with the instructor on issues in education and youth studies encountered over their undergraduate career. The class undertakes the joint study of a topic of common interest, producing a volume of writing that represents each student's contribution to this study. Students also discuss post-graduate plans and opportunities. Individually, students synthesize in writing, and by other means, the portfolio they have assembled in their courses, along with recollections and records of related experiences, i.e. off-campus study and internships. Students are responsible for the completion of a substantive capstone project that represents, in most cases, their teaching experiences and/or research in Education and Youth Studies 300 and 306, respectively. All students present some version of their capstone projects publicly: in a college symposium, in departmental symposia, in another Education and Youth Studies course, or off-campus, in a school or agency, for example. (CP) Offered each semester. Prerequisite: senior standing, Education and Youth studies major or minor, Education and Youth Studies 300 or 306.

EDYS 390. Special Project (.25 - 1). Individual research work to further specific student interest/expertise, under faculty supervision. Research may entail reading and writing, field or other kind of empirical research, skill-building, practical pursuits (building a website or organizing an off-campus event, for example), or (preferably) some combination of above. Prerequisite: Education and Youth studies major or minor, sophomore standing.

EDYS 395. Teaching Assistant (.5). Work with faculty member in classroom instruction. Graded credit/no credit. Prerequisite: consent of instructor.

EDYS 396. Teaching Assistant Research (.5). Course and curriculum development projects with faculty member(s). Prerequisite: consent of instructor.

EDYS 397. Research Assistant (.5). Assistance to an education and youth studies faculty member in scholarly research. Prerequisite: education and youth studies major and departmental approval.

Engineering

The dual-degree cooperative engineering program (sometimes also referred to as a “3-2” program) combines a liberal arts education with a professional engineering education. A student generally spends three or four years at Beloit College, followed by two years at an engineering college, and earns two degrees (either two bachelor’s degrees, or a bachelor’s degree and an M.S. degree). Most entry-level engineering jobs are filled at the bachelor’s degree level and require both strong backgrounds in mathematics and science and the design skills taught in a bachelor’s program in engineering. The M.S. degree is for specialization, and holders of M.S. and Ph.D. degrees often work in research and development.

Students participating in the dual-degree engineering program may attend any engineering college accredited by the Accreditation Board for Engineering and Technology (ABET). However, Beloit College is formally affiliated with three universities. A student who fulfills all prerequisites with the GPA required by the engineering college and specialty, and is recommended by Beloit’s engineering liaison, will normally be admitted to Rensselaer Polytechnic Institute or Washington University in St. Louis. Columbia University’s College of Engineering offers priority in transfer admissions for students who have fulfilled the prerequisites and are recommended by Beloit’s engineering liaison. There is no formal GPA requirement for Columbia, but this is a very selective program.

Students applying to engineering school must choose a specialty and satisfy any course requirements for that field of study. Common specialties are chemical, civil, electrical, and mechanical engineering, but a student may pursue any engineering specialty.

Each engineering college has its own degree requirements, which often include English composition, specific humanities and social science courses, and science and mathematics courses not in the Beloit pre-engineering core curriculum. Some engineering colleges require completion of all humanities and social science requirements prior to matriculation at their institution. Information about requirements for the affiliated universities is available from the engineering program advisors.

Engineering Faculty

- Eyad Haj Said
- Britt Scharringhausen

Engineering Core for 3-2 and 4-2 Programs (10 units)

1. Required courses (10 units), completed with at least a “C” average:
 - a. Two units of chemistry, including Chemistry 220 or 230, chosen with prior consent of advisor.
 - b. Two units of computer science.
 - c. Mathematics 110, 115, 290, and 201.
 - d. Physics 101 and 102.
2. Recommended courses:
 - a. Chemistry 220, 230, and 235 (for chemical engineering).
 - b. Economics 199 (required by some engineering schools).
 - c. Geology 100 or 110 (for civil engineering).
 - d. Mathematics 275 and/or 205 (required by some engineering schools).
 - e. Physics 210 (required by some engineering programs).
 - f. Physics 220 (required by some electrical engineering programs).

- g. Physics 330 (for civil and mechanical engineering).
3. Twenty-three units of Beloit credit (for 3-2 program), at least 16 of which are in residence.
4. Completion of all remaining Beloit College degree requirements.
5. Any additional courses required for admission to the engineering institution.
6. Attainment of an engineering degree from an ABET-accredited institution, with at least a “C” average in the engineering college. Courses and grades from the engineering institution are transferred to Beloit and are counted into the student’s Beloit College grade point average, for purposes of requirements and honors.

Engineering Program Major (3-2)

The engineering program major (3-2) requires only 23 units of Beloit credit, but it also requires completion of an engineering degree from an ABET-accredited institution. All other Beloit College degree requirements except for the 31-unit requirement must be met, and students do not receive their Beloit degree until the engineering school certifies the engineering degree.

All students should plan to complete three years of study before matriculating to an engineering school. Some engineering schools require three full academic years of liberal arts study even if the engineering core requirements have been completed sooner, and some engineering schools only allow students to matriculate in the fall. Students may take a fourth year at Beloit College and still participate in a 3-2 Program.

Students must complete the engineering core, even if they opt for a second major at Beloit. It is sometimes possible to count some of the courses completed during the two years of engineering school toward the requirements of a second Beloit major; for example, an engineering course in fluid dynamics might count towards a Beloit physics major, and an engineering course in petroleum chemistry might count towards a Beloit chemistry major. Students must consult with the department of the second major in determining what will transfer back and count toward the requirements of the second major.

Most students are expected to complete the Experience requirement while at Beloit. With prior consultation with the Beloit engineering advisor, it is occasionally possible to complete the Experience requirement at the engineering school; planning for this must be done in advance.

Students will receive a bachelor’s degree with an “engineering program” major from Beloit College upon successful completion of the dual-degree program. Students who also complete an additional Beloit major will have both the “engineering program” major and the second major listed in their transcripts.

Engineering Program (4-2)

Students opting for the 4-2 program must complete a non-engineering Beloit major (such as chemistry, math, or physics, but the degree can be in any major), including the minimum 31 units of Beloit credit; students will receive their Beloit degree before matriculating at the engineering school. Students must complete the engineering core to be certified by the Beloit liaison to an affiliate school. Students then follow a two-year program of study at an ABET-accredited engineering institution, leading to either a B.S. or an M.S. degree in engineering.

Students will receive a bachelor’s degree from Beloit with the Beloit major listed on their transcripts. The “engineering program” major will not be listed on the transcripts.

Ordinarily a student will need to choose between 3-2 and 4-2 by the end of their sophomore year, since the requirements of a Beloit major must be met for the 4-2 program.

Note: Financial aid criteria and award packages do not “transfer” from Beloit to an engineering college. A student must apply and qualify separately at the engineering college. Applying for financial assistance is generally a separate process concurrent with application for admission. A student who has graduated from Beloit before or while attending an engineering college (e.g., a student on the 4-2 program) is no longer an undergraduate, and undergraduate need-based financial aid will usually not be available subsequently at the

engineering college. Graduate study is normally funded with assistantships or fellowships.

Engineering Courses

Courses for this program come from many departments and programs.

English

The English department offers two majors: literary studies and creative writing. Majors in both areas develop critical thinking and creative problem-solving skills and cultivate essential reading and writing skills that are both unique to these disciplines and invaluable beyond them. Students work with peers and faculty in a variety of collaborative and supportive settings that provide them with interpersonal and professional development skills as preparation for a wide range of careers. Both majors celebrate student work in public.

Literary studies majors explore various approaches to understanding and appreciating literatures in English. Majors examine literary forms, historical contexts, connections with other media and disciplines, and the social significance of English as a discipline, including how literature can reinforce injustices such as colonialism and systemic racism as well as build more just worlds.

In creative writing, students practice creative composition in fiction, poetry, nonfiction, screenwriting and other media. Their creative work is informed by the critical study of literature, culture, and other media. The English department features the Beloit Fiction Journal, a national publication that majors assist in editing, as well as the Mackey professorship, which brings writers of international renown to campus each year as teachers.

English Faculty

- Tacey Atsitty
- Joe Bookman
- Christopher Fink
- Shawn Gillen
- Tamara Ketabgian
- Chuck Lewis
- John Porcellino

Creative Writing Major (10 units)

1. Ten course units:
 - a. English 190, 194, and 205.
 - b. Three units from advanced creative writing workshops: English 210, 215, 220, 223, 224, 226, or 310. (Majors may not double-count for b. the same 310 class taken for the capstone seminar requirement.)
 - c. One unit of pre-1900 literature, such as English 250, 251, or 254.
 - d. One unit of English focused on anti-racism and/or social power structures, such as English 261 or 263. Upper-level English courses in literary studies or creative writing with this topical focus can also meet this requirement.
 - e. One elective unit, chosen to develop the student's particular strengths as a writer, such as studio art, media studies, or literature in translation.
 - f. A capstone seminar chosen from English 301 or 310.
2. Completion of one of the following:
 - a. Public performance of the student's writing; OR
 - b. Printed booklet containing student's writing; OR
 - c. Student's writing communicated through other media (subject to departmental approval).

Majors who plan graduate study are strongly advised to select additional courses in literature in consultation with the major advisor. Such students should also acquire a thorough knowledge of at least one foreign language.

Literary Studies Major (10 units)

1. Ten course units:
 - a. English 190, 194, and 205.
 - b. One unit of pre-1800 literary history from English 250 or 251.
 - c. One unit of post-1800 literary history from English 254 or 258.
 - d. One unit of English focused on anti-racism and/or social power structures, such as English 261 or 263. Upper-level English courses in literary studies or creative writing with this topical focus can also meet this requirement.
 - e. One unit of media or genre studies from English 262, 264, or 265. Upper-level English courses in literary studies with this topical focus can also meet this requirement.
 - f. One unit of literature in translation chosen from English 250 or a department or program outside of English (Chinese; Critical Identity Studies, French; Greek, Latin, and Mediterranean Studies; Japanese; Russian; or Spanish).
 - g. One elective unit of literary studies, editing, or writing at the 200-level or above, chosen from English or Writing Program courses.
 - h. A capstone seminar chosen from English 301 or 310.
2. Public or digital presentation of the student's writing.

Majors who plan graduate study are strongly advised to select additional courses in literature in consultation with the major advisor. Such students should also acquire a thorough knowledge of at least one foreign language.

English Minor (6 units)

Students with a major in the English department may not elect this minor.

1. English 190 and 205.
2. One unit of literary history from English 194, 251, 254, or 258.
3. Three additional units from creative writing (English 210, 215, 220, 223, 224, 226, or 310) or literary studies (English 250, 251, 254, 258, 261, 262, 263, 264, 265, or 301).

Students with a major in the English department may not elect this minor.

Notes for English Majors

- **Double Majors:** Students who complete requirements for any two English majors are recognized as double majors in English. Double majors also are subject to the normal restriction of a maximum of 13 department course units for major credit, and a minimum of 18 course units outside the department for graduation credit.
- **Special Projects:** No more than 1 unit of standard special projects credit may be applied toward any major.
- **Teacher Certification:** Students intending to teach at the elementary or secondary level should confer as soon as possible with the Department of Education and Youth Studies and with the appropriate advisor in the Department of English.

English Courses

ENGL 190. Introduction to Literary Study (1). Designed for the potential major in English and other interested students. Prerequisite to advanced courses in English. These courses introduce students to the close reading of selected poetry, drama, and prose, with training in analysis and critical writing. (5T) May be taken for credit only once. Offered each semester.

ENGL 194. Questioning Literary Traditions (1). This course introduces students to the formation and

transformation of literary traditions in English, through a comparison of historical, cultural, national, or transnational works spanning at least three centuries. As case studies in comparative historical reading, these courses address literary pattern recognition, aesthetic value and form, and the social and political factors involved in making, breaking, and questioning the literary canon. Courses may explore selected developments in American, Anglophone, British, or transnational literature. These reading-intensive courses provide groundwork crucial for advanced literature and creative writing classes. (5T) Topics course. May be repeated for credit if topic is different. Prerequisite: varies by instructor.

ENGL 205. Introduction to Creative Writing (1). Experimentation and practice in writing poetry, fiction, and nonfiction. Readings to suggest and illustrate forms and techniques. (2A) May be taken for credit only once. Offered each semester.

ENGL 210. Creative Writing: Poetry (1). Analysis of representative poems to increase understanding and appreciation of the nature, styles, and methods of poetry. Composition and discussion of original poems in various forms. Offered each spring. Prerequisite: English 205 and junior standing.

ENGL 215. Screenwriting for Narrative Film (1). This course introduces students to the art and craft of screenwriting. Students will analyze the formal elements of screenplays and learn essential mechanics of writing for the screen. They also begin the process of writing their own original screenplay. Offered each spring. (Also listed as Media Studies 215 and Theater and Dance 233.) Prerequisite: English 205 or Media Studies 100, and junior standing; or permission of instructor.

ENGL 220. Creative Writing: Fiction (1). Study and practice of the techniques of short story writing to increase understanding and appreciation of the nature, styles, and methods of fiction. Includes analysis of representative examples and practice in writing fiction of various lengths. Offered each fall. Prerequisite: English 205 and junior standing.

ENGL 223. Topics in Creative Writing (1). This course examines specific modes of creative writing that cross traditional literary genres. May be repeated for credit if topic is different. Offered every year. Topics course. Prerequisite: English 205 and sophomore standing.

ENGL 224. The Video Essay (1). This course examines the video essay, an emerging form of digital art and academic discourse, which has lately come into its own as a powerful new mode of media expression. First and foremost, it explores ways in which the literary essay—a form that dates back centuries, if not millennia—has come to inform various cinematic and videographic impulses. It provides students an opportunity to develop skills as writers, video makers, and cultural critics. (2A) (Also listed as Media Studies 251 and Journalism 251.) Offered every other year.

ENGL 226. Creative Non-Fiction (1). Study and practice in the essay as a literary form. Some historical survey of the personal essay in the English-speaking world, especially in Britain and America. Special attention to what makes essays “literary,” and practice in writing such essays. Offered each spring. Prerequisite: English 205 and junior standing.

ENGL 227. The Mackey Workshop (.5). Advanced practice in poetry-writing, fiction-writing, play-writing, or essay-writing. Genre varies with the particular instructor, who will always be the Lois and Willard Mackey Distinguished Professor of Creative Writing. Prerequisite: junior standing.

ENGL 228. Practicum in Literary Editing: Beloit Fiction Journal (1). This course is an editing workshop aimed at selecting manuscripts for publication in the Beloit Fiction Journal, an established national literary magazine. Students will read and critically assess unpublished manuscripts submitted by writers from all over the world. They will also participate in various facets of literary magazine production. (Also listed as Journalism 228.) English majors should register for English 228. Offered each fall. Prerequisite: junior standing or consent of instructor.

ENGL 250. Comparative Studies in Early Literature (1). Comparative approaches to medieval and early modern literature before 1780, including epic, lyric, romance, or drama. Courses explore classical or other early literature in translation in dialogue with early English literary traditions. (5T) Topics course. Offered each semester. May be repeated for credit if topic is different. Prerequisite varies with instructor.

ENGL 251. Studies in Medieval and Early Modern Literature (1). English literature before 1500, or 1500

to later 1700s. First of a set of courses, “Texts and Historical Contexts,” all of which approach literature by locating it in its historical context. Recent topics have included Chaucer and His Contemporaries, Shakespeare and Film, and Milton and Satanic Rebellion. Topics course. Offered occasionally. Prerequisite: varies by instructor.

ENGL 254. Studies in Later 18th and 19th-Century Literature (1). Second of a set of courses, “Texts and Historical Contexts,” all of which approach literature by locating it in its historical context. Recent topics have included Jane Austen, Green Romanticism, and Gothic Horrors. Topics course. Offered each semester. Prerequisite: varies by instructor.

ENGL 258. Studies in 20th and 21st-Century Literature (1). Third of a set of courses, “Texts and Historical Contexts,” all of which approach literature by locating it in its historical context. Recent topics have included African American Women Writers, American Cultures after 1945, and 9-11 Fiction. Topics course. Offered occasionally. Prerequisite: varies by instructor.

ENGL 261. Literature and Power (1). These courses study literature in dynamic relation with critical theories of culture and power. Courses may engage with one or more critical traditions, including critical race theory, Marxism, feminism, and queer theory. Whatever their emphasis, these courses integrate theory and practice, testing the usefulness of theoretical insights through the actual reading of literary and cultural texts. (C) Topics course. May be repeated for credit if topic is different. Offered every year. Prerequisite: varies by instructor.

ENGL 262. Topics in Literary Genre (1). These courses focus on a literary genre, examining it across different periods, cultures, and/or media. Whatever their subject, these courses define it, trace its development, and locate its uses in relation to specific contexts and purposes. Courses of this kind might engage, for example: science or detective fiction, confessional poetry, the novel, or the Gothic. May be repeated for credit if topic is different. Topics course. Offered occasionally. Prerequisite: varies by instructor.

ENGL 263. Colonial/Postcolonial Literatures in English (1). These courses focus on literature written in English through the lens of the imperial/colonial experience. Writers may belong to previously colonized nations, or may be members of diasporic or marginalized communities. Works are contextualized theoretically as well as in relation to specific international, cultural, and/or historical regions. (C) Topics course. May be repeated for credit if topic is different. Offered every year. Prerequisite: varies by instructor.

ENGL 264. Topics in Media and Cultural Analysis (1). These courses focus on media and other facets of popular culture, examining specific texts and artifacts. They may employ rhetorical and discursive analysis, historical study, cultural theory, digital humanities, computational analytics, or comparative approaches. Topics may include print media, digital media and culture, film, television, stage, history of the book, or the graphic novel. May be repeated for credit if topic is different. Offered every other year. Prerequisite: varies by instructor.

ENGL 265. Data Narratives (1). This course uses literature to understand the human history of information and information technology. Students explore both the early modern “story” of data and more recent periods and genres. They consider both how to imagine information as narrative and how narratives, in turn, serve as information systems. Their ultimate goal is to recognize how, as human fictions, data may be used to change their world, their identities, and their relationships. Prerequisite: varies by instructor.

ENGL 290. Independent Study (.25, .5, or 1). Individually planned programs of reading, writing, research, and consultation supervised by a member of the department. No more than 1 unit of standard independent study credit or special project credit may be applied toward any major. Prerequisite: English 190, sophomore standing, and consent of instructor.

ENGL 301. Literature in Context (1). These advanced capstone seminars examine literature in ideological, artistic, historical, and/or rhetorical contexts. Courses address culminating problems or topics, require sustained individual projects, and/or explore practical questions and applications arising from literary studies and creative writing. Topics course. May be repeated for credit if topic is different. (CP) Offered every year. Prerequisite: varies by instructor.

ENGL 310. Literature as Process: Composing in Forms (1). These advanced capstone seminars examine

specialized literary forms, studying texts that define the history and development of literary genres and/or questions. Recommended for creative-writing majors or literary-studies majors with interests in particular types of genre writing. Topics course. May be repeated for credit if content changes. (CP) Offered every year. Prerequisite: varies by instructor.

ENGL 390. Special Project (.5, 1). Individually planned programs of reading, writing, research, and consultation supervised by a member of the department. No more than 1 unit of standard special projects credit may be applied toward any major. Prerequisite: junior standing, English 190, and English 194 for literature projects; English 205 plus appropriate genre course for creative-writing projects.

ENGL 395. Teaching Assistant (.5). Work with faculty in classroom instruction. Graded credit/no credit.

Environmental Studies

The environmental studies program includes disciplinary majors in environmental biology, environmental chemistry, and environmental geology, and two interdisciplinary majors and one minor. The environmental studies and environmental science majors and minor enable students to analyze the relationship between human society and the environment.

This relationship involves four major components that are interconnected:

1. The effect that human populations have on the environment, including climate change, environmental degradation, conservation, and restoration;
2. The benefits humans derive from their environment, such as the ecological services and natural resources used to sustain societies;
3. The ways in which our relationship to the environment builds on and reinforces social (in)justices; and sustainable development.
4. The interactions of humans with the environment are influenced by variations in the natural environment such as the geology, geography, climate, flora, and fauna, and also by variations in and characteristics of human cultures such as economics, government, societal values and ethics.

Environmental Studies Faculty

- Tawnya L. Cary
- Shannon M. Fie
- Christopher Fink
- Susan Westhafer Furukawa
- Yaffa L. Grossman
- Tamara Ketabgian
- Robert André LaFleur
- Corbin Livingston
- Jingjing Lou
- James Rougvie
- Matthew Tedesco
- Pablo Toral
- Jay Zambito

Environmental Biology Major (11.5 units)

The environmental biology major provides a broad background in biology with a focus on how organisms interact with environments.

1. Seven and a half departmental units:
 - a. One organismal biology course chosen from Biology 110, 111, 121, 152, or 172.
 - b. One experimental design and statistical analysis course: Biology 247.

- c. One molecular-to-cellular level course: Biology 289.
 - d. Two population-to-ecosystem level biology course chosen from 210, 217, 275 (in consultation with advisor, when topic is appropriate), 365, 372, or 375 (in consultation with advisor, when topic is appropriate).
 - e. One additional unit of biology courses numbered 200 or above.
 - f. One additional unit of biology courses numbered 300 or above.
 - g. Capstone: one additional course of biology with the CP designation.
2. Four supporting units:
- a. One unit chosen from Chemistry 117, 150, 220, or 230.
 - b. Three additional units with the Environmental Studies prefix (ENVS), Journalism 225 (when topic is environmental writing), or Political Science 255.
3. Students majoring in environmental biology may choose to receive the Bachelor of Science degree rather than the Bachelor of Arts degree by completing a minimum of 4 units in chemistry, computer science, geology, mathematics, and/or physics.

Environmental Chemistry Major (13 units)

1. Six units from this list, with at least 1 unit from each of four of the five branches of chemistry. Chemistry 117 may be used as 1 of these 6 units.
- a. Analytical Chemistry: 220, 225
 - b. Organic Chemistry: 230, 235
 - c. Physical Chemistry: 240, 245
 - d. Inorganic Chemistry: 150, 250
 - e. Biochemistry: 260, 300
2. Seven supporting units:
- a. Mathematics 110 or 115
 - b. Physics 101 or 102
 - c. Biology 110, 111, 121, 152, 172, or 208
 - d. Geology 100 or 110
 - e. Three additional units from economics, environmental studies, interdisciplinary studies, or political science, approved by petition to the department chair.
3. In preparation for graduate study or employment in environmental science, additional science, mathematics, and social science courses and at least one summer or semester of experience in an environmental internship or program are strongly recommended.
4. Students majoring in environmental chemistry may choose to receive the Bachelor of Science degree rather than the Bachelor of Arts degree by completing a minimum of 4 units in biology, computer science, geology, mathematics, and/or physics.

Environmental Communication and Arts Major (12.5 units)

1. Environmental communication and arts (2)
- a. One unit from “history and theory”: Art History 245; English 190; History 150; Anthropology/Museum Studies 247.
 - b. One unit from “practice”: Art 103, 115, 117, 125, 150, 325; Environmental Studies 287/Spanish 282; Journalism /Media Studies 125; Museum Studies 145; Performing and Applied Arts 106, 112, 114; Writing 100.

2. Environmental justice and citizenship (2): Two units chosen from Anthropology 100; Economics 199; Political Science 110, 130, 160, 180.
3. Environmental sciences (2): Two units chosen from Biology 111, 121, 152, 172, 208, 217; Chemistry 117, 150, 220; Geology 100, 110, 235, 240.
4. Four units from environmental core courses, chosen in consultation with the advisor: Economics/Environmental Studies 205; Environmental Studies 258, 280-284, 286; History/Environmental Studies 237; Journalism 225 (when topic is environmental writing); Media Studies 105; Media Studies 350/Environmental Studies 260; Philosophy/Environmental Studies 224; Political Science/Environmental Studies 210, 246, 255, 257. An appropriate internship or a course taken as part of domestic off-campus or study abroad may fulfill up to 1 unit of the “core” study.
5. Two concentration courses (2): An appropriate internship or a course taken as part of domestic off-campus or study abroad may fulfill up to 1 unit of the “concentration” study, in consultation with the student’s advisor.
 - a. One unit from Studio Art 200, 205, 210, 215, 280, 325; English 205; Interdisciplinary Studies 222; Performing and Applied Arts 280, 351.
 - b. One 200-level or higher communications and arts course. May include Environmental Studies 290-294; environmental studies in a foreign language, including French 215, Japanese 280, and Environmental Studies 287/Spanish 282; or a course chosen in consultation with the student’s advisor.
6. Environmental Studies 380 (.5).
7. Writing/communication requirement: Writing in environmental studies incorporates the multiple traditions that inform the examination of human/environment interactions. Students are exposed to a variety of writing styles in the natural science, social science, humanities, and interdisciplinary courses required for the major. The capstone course, Environmental Studies 380, provides opportunities for students to explore writing and speaking in ways that communicate to diverse audiences about environmental issues.

Environmental Geology Major (12.5 units)

The interdisciplinary environmental geology major provides an understanding of how soil, water, and mineral resources form and involves the practical application of geologic principles to environmental problem solving.

1. Five and one-half departmental units:
 - a. Geology 100 or 110, 200, 215, and 385 (.5).
 - b. Two from Geology 230, 235, 240.
2. Supporting courses (7 units):
 - a. Two from Biology 121, 152; Geology 105, 205, 220, 230, 235, 240, 245 and 251 (as appropriate).
 - b. One from Chemistry 117, 220, 230, 240, 245, 250 or Physics 101, 102.
 - c. One from Biology 247, Mathematics 110 or 115.
 - d. Three from appropriate courses in environmental studies, economics, and political science; such courses must be chosen in consultation with the major advisor.
3. Thesis.
4. Strongly recommended:
 - a. Proficiency in a spoken foreign language.
 - b. Summer internship or field-intensive program incorporating aspects of environmental geology.
5. In preparation for graduate study and professional work in environmental geology, and in consultation with the major advisor, students should elect additional courses in geology and mathematics. In addition, and depending on interests, students should elect additional courses in biology, chemistry, computer science, physics, and public policy.

6. Writing/communication requirement: The department of geology strives to develop the communication skills of our students. We recognize that complete understanding of any discipline requires the ability to express that understanding in both oral and written form. Geology is a highly visual science; consequently, we also train students to design effective illustrations and figures to convey complex information.
 - a. Our majors learn the skills necessary to compose oral presentations, which are typically accompanied by high-quality slides or computer-generated illustrations; in addition, they learn to write papers using conventions appropriate to geologic inquiry. Many students employ these skills to communicate research findings at professional conferences in the form of oral or poster presentations.
 - b. All 200- and 300-level courses include assignments fashioned to help students communicate professionally through oral presentations and written reports. Such skills are cultivated to a significant degree in our W courses:
 - 230: Sedimentology
 - 235: Geomorphology
 - 325: Tectonics
 - c. Our thesis requirement is designed to develop disciplinary expertise in communication. The following course supports the thesis requirement and is designated W: Geology 385-Thesis Research.
7. Students majoring in environmental geology may choose to receive the Bachelor of Science degree rather than the Bachelor of Arts degree by completing a minimum of 4 units in biology, chemistry, computer science, mathematics, and/or physics.

Environmental Justice and Citizenship Major (12.5 units)

1. Environmental communication and arts (2)
 - a. One unit from “history and theory”: Art History 245; English 190; History 150; Anthropology/Museum Studies 247.
 - b. One unit from “practice”: Art 103, 115, 117, 125, 150, 325; Journalism/Media Studies 125; Museum Studies 145; Performing and Applied Arts 106, 112, 114; Spanish 282/Environmental Studies 287; Writing 100.
2. Environmental justice and citizenship (2): Two units chosen from Anthropology 100; Economics 199; Political Science 110, 130, 160, 180.
3. Environmental sciences (2): Two units chosen from Biology 111, 121, 152, 172, 208, 217; Chemistry 117, 150, 220; Geology 100, 110, 235, 240.
4. Four units from environmental core courses, chosen in consultation with the advisor: Economics/Environmental Studies 205; Environmental Studies 258, 280-284, 286; History/Environmental Studies 237; Journalism 225 (when topic is environmental writing); Philosophy/Environmental Studies 224; Political Science/Environmental Studies 210, 246, 255, 257. An appropriate internship or a course taken as part of domestic off-campus or study abroad may fulfill up to 1 unit of the “core” study.
5. Two concentration courses: An appropriate internship or a course taken as part of domestic off-campus or study abroad may fulfill up to 1 unit of the “concentration” study, in consultation with the student’s advisor.
 - a. One unit from statistics: Anthropology 240; Biology 247; Economics 251; Health and Society/Political Science 201; Mathematics 106; Sociology 205.
 - b. One 200-level or higher justice and citizenship course. May include Environmental Studies 290-294; environmental studies in a foreign language, including French 215, Japanese 280, and Environmental Studies 287/Spanish 282; or a course chosen in consultation with the student’s advisor.
6. Environmental Studies 380 (.5).

7. Writing/communication requirement: Writing in environmental studies incorporates the multiple traditions that inform the examination of human/environment interactions. Students are exposed to a variety of writing styles in the natural science, social science, humanities, and interdisciplinary courses required for the major. The capstone course, Environmental Studies 380, provides opportunities for students to explore writing and speaking in ways that communicate to diverse audiences about environmental issues.

Environmental Studies Minor (6 units)

1. One unit of introductory economics or political science from Economics 199; Political Science 110, 130, 160, 180.
2. One unit of introductory natural science from Biology 111, 121, 152, 172, 208; Chemistry 117, 150; Geology 100, 110.
3. Four units of environmentally related courses from Economics/Environmental Studies 205; Environmental Studies 258, 280, 380; History/Environmental Studies 237; Journalism 225 (when topic is environmental writing); Philosophy/Environmental Studies 224; Political Science 255/Environmental Studies 256; Political Science/Environmental Studies 257; or up to 1 unit of internship or research experience chosen in consultation with an environmental studies advisor.

Notes for Interdisciplinary Environmental Studies Students

The two interdisciplinary environmental studies majors include introductory courses in the arts and humanities, the social sciences, and the natural sciences. Core environmental courses, selected for their appropriateness to the student's interests and proclivities in humanistic or social scientific environmental study, introduce the interdisciplinary study of environmental issues. Concentration courses allow students to further deepen their knowledge and acquire skills necessary for the practice of "environmental communication and arts" or "environmental justice and citizenship." Environmental Studies 380 (Senior Colloquium in Environmental Studies) provides an opportunity for students from both tracks to reflect together upon the diverse perspectives on environmental issues they have studied.

Experience Requirement: Students interested in environmental studies are strongly encouraged to fulfill their Experience requirement through an environmental studies-related internship, or with pre-approval, through supplemental environmental studies programs, such as Coe College's Wilderness Field Station. The Experience requirement may also be fulfilled during an approved study abroad experience with pre-approval.

Study Abroad: With advance consultation with their major advisor, students majoring in environmental studies may fulfill major requirements while studying abroad. In addition to gaining international experiences, students are strongly encouraged to develop fluency in a second language.

Multiple Majors and Minors:

1. In the case of double-majors in environmental studies, ordinarily no more than 2 courses will be double-counted.
2. No course may be used to satisfy two separate requirements for the environmental studies major. Environmental studies majors may not also minor in environmental studies or major in any of the environmental sciences.

Environmental Studies Courses

ENVS 205. Seminar on Energy and Environmental Economics (1). This course has two main themes: First, the most pressing environmental problems, such as climate change, are directly connected to the production and consumption of energy. Second, the design and critique of environmental policies must be grounded in a solid understanding of economics. (Also listed as Economics 205.) (3B) Offered each fall. Prerequisite: Economics 199.

ENVS 210. Sustainable Cities (1). According to estimates by the United Nations, by 2030 the share of the world's population living in urban areas will reach 60%, with the fastest growing cities located in low-income countries. This course examines the social, economic, and environmental dimensions of sustainability in cities. Policies and programs that try to address the challenges of sustainability within the United States and around the world are studied and compared. Some of the major themes explored in the context of the sustainability of cities are indicators of sustainability, demographic trends, environmental justice, green building, urban sprawl, global climate change, and sustainable energy and transportation policies. (Also listed as Political Science 210.) Offered in alternate years. Prerequisite: at least sophomore standing and any declared major.

ENVS 211. Spanish in Dialogue with the Environment (1). While developing their speaking skills, students undergo an intensive review of the fundamentals of grammar with the goal of increasing their vocabulary and grammatical precision in Spanish. Students engage in active dialogue to explore, reflect on, and communicate about present-day issues related to such topics as climate change, global warming, and endangered species in Spain and Latin America. Participation in Spanish-language activities outside the classroom and/or in the local Latino community is expected. (1S) Offered each semester. Also taught as Spanish 210. Prerequisite: Spanish 110 or equivalent. AFTER ON-LINE REGISTRATION CLOSES, MODERN LANGUAGES FACULTY REVIEW ALL LANGUAGE COURSE ENROLLMENTS TO DETERMINE WHETHER OR NOT A STUDENT HAS ENROLLED IN THE RECOMMENDED PLACEMENT LEVEL. IF NOT, THE STUDENT WILL BE CONTACTED BY THE DEPARTMENT TO DETERMINE WHETHER A DROP OR REGISTRATION IN ANOTHER LANGUAGE COURSE IS APPROPRIATE.

ENVS 215. Advanced French Language and Ecocriticism: Vivre vert (1). This is an advanced language and composition course with a twist: the course focuses on environmental writing, activism, and culture in French and Francophone literature, culture, media, and film. Students revise and perfect grammar and composition through exploring the zero waste movement spearheaded by Zero Waste France and the governmental projects to reduce waste. As students work through media, literature, film, government documents, and public-facing educational projects, they move toward final projects to draft a proposal and create presentations to make Beloit “plus vert” (“more green”). This course covers complex grammar points, oral expression, vocabulary building, and writing for diverse audiences. It particularly emphasizes written expression through structured writing assignments, in order to build confidence in communication skills, productive collaboration, and the ability to address, respond to, and solve local problems. Required of all majors. (1S) (Also listed as French 215.) Prerequisite: French 210 or equivalent. AFTER ON-LINE REGISTRATION CLOSES, MODERN LANGUAGES FACULTY REVIEW ALL LANGUAGE COURSE ENROLLMENTS TO DETERMINE WHETHER OR NOT A STUDENT HAS ENROLLED IN THE RECOMMENDED PLACEMENT LEVEL. IF NOT, THE STUDENT WILL BE CONTACTED BY THE DEPARTMENT TO DETERMINE WHETHER A DROP OR REGISTRATION IN ANOTHER LANGUAGE COURSE IS APPROPRIATE.

ENVS 220. Writing the Environmental Humanities (1). This writing seminar explores a variety of approaches in the evolving field called the “environmental humanities.” How can the humanities help students to communicate and respond to one of the most urgent challenges of our time—namely, global climate change? How can insights from the humanities shape a broader understanding of sustainability, climate justice, and global citizenship? While this class draws from many disciplines, its most prominent focus is literary and rhetorical. Students read and write climate fiction and consider how acts of communication, storytelling, and persuasion can positively influence both our current world and worlds of the future. (5T) (Also listed as Writing 220.)

ENVS 224. Environmental Ethics (1). An examination of ethical questions related to the environment and our place in it. Special emphasis on issues concerning our moral responsibility to beings and entities that are physically, metaphysically, and/or temporally distant from us. These may include distant persons, nonhuman animals, natural objects, species, and ecosystems, as well as future iterations of these. (5T) (Also listed as Philosophy 224.) Offered occasionally. Prerequisite: Philosophy 110 or 115, or sophomore standing.

ENVS 225. Environmental Writing (1). Environmental Writing explores the relationship between individuals, society and the environment. It seeks a deeper understanding of natural processes and advocates a more thoughtful and ecologically sensitive relationship to nature. Environmental writing employs methods of journalism, including primary research and interviews. This course includes writing about science, sustainability and environmental justice. Assignments include profiles, extended features and reported essays. (Also taught as Journalism 225.) (2A) Prerequisite: sophomore standing.

ENVS 231. Philosophy of Nature and the Environment (1). How human beings understand nature has a deep impact on how they understand themselves and how they live. For this reason, the variety of concepts, images, and metaphors used to think about nature are worth serious reflection. Is nature more like a living organism or a machine? Does it have value in itself, or does its value depend on human needs and interests? How do different attitudes toward nature influence the way people interact with the environment? What is wilderness, and are humans responsible for conserving or restoring it? Is there a connection between ethical obligations regarding the environment and the aesthetic appreciation of nature? This course examines contemporary issues in environmental philosophy in the context of the history of philosophical thinking about nature and humanity's place in it. (5T) (Also listed as Philosophy 231.) Offered every other year. Prerequisite: Philosophy 110 or 115, or consent of the instructor.

ENVS 237. Race and the American Environment (1). As Native peoples, Africans, and Europeans came into contact with one another, their actions altered both the cultural and natural landscapes of the present-day United States. This course will focus on some of these actions, both intentional and unwitting, as we consider central questions of American environmental history from the colonial era through the present day. We will think about the ways that different cultural approaches to land, plants, and animals transform ecological systems, as well as the ways that different groups of people approach various landscapes. We will also consider environmental causes and consequences of otherwise familiar historical events, as well as the ways that class and, especially, race, affect people's relationships with "the environment." Additional topics include ideas and experiences of "nature"; slavery and the plantation system; the displacement of indigenous peoples; and the rise of environmentalism and its transformation by issues of inequality and justice. (5T) (Also listed as History 237.) Open to first-year students.

ENVS 245. Earth's Climate: Past and Future (1). Students gain an understanding of natural climate variability over Earth's history, including rates and magnitude of change, and the mechanisms driving these changes. Knowledge of past climate states and changes is then used to interpret current anthropogenic climate change and extrapolate future climate scenarios. Social, economic, and natural resource use (critical minerals and water) implications of climate change are discussed. Students study past climate using data collected from rocks, sediments, ice sheets, tree rings, and fossils. Offered alternate years. Prerequisites: any 100-level geology, biology, or chemistry course, or by consent of the instructor. (Also listed as Geology 245)

ENVS 246. International Political Economy and the Environment (1). This course analyzes the key actors and institutions that shape economic globalization, such as the World Bank, the International Monetary Fund, the World Trade Organization, multinational enterprises, governments such as the United States, China, the European Union, Japan, and the BRICS, and civil society, especially nongovernmental organizations. Examines the impact of globalization on trade, investment, finance, technology, development, and sustainability. This course fulfills one of the requirements for the international political economy major. (Also listed as Political Science 246.) Offered even years, spring semester. Prerequisite: Political Science 160 or consent of instructor.

ENVS 248. Politics of Global Sustainable Development (1). Uncovers the relationships between politics and poverty on the one hand, and politics and development on the other. Investigates differing conceptions of development and the many different theoretical approaches to development. Drawing on case studies from Africa, Asia, the Middle East, and Latin America topics covered may include: law and legal system reform; politics of HIV/AIDS; state capacity and efficiency; civil society and social movements; and resource mismanagement and conflict. (3B) (Also listed as Political Science 249.) Offered odd years, fall semester. Prerequisite: Political Science 130 or 160, or consent of instructor.

ENVS 250. Women and Politics in Africa (1). Introduction to the roles and interaction of women within African society and in relation to the African state. Examines the formal and informal ways in which African women have entered and shaped the political sphere; as political activists, organizers, voters, politicians, lawyers, and policymakers. This course situates the study of African women in politics within the scholarship of developing world gender politics more broadly. (3B) (Also listed as Political Science 250.) Offered odd years, spring semester. Prerequisite: Political Science 130 or 160, or sophomore standing.

ENVS 255. US Environmental Law and Policy (1). This course has a strong practical focus to help students develop skills for careers in sustainability. Students will work in groups on a semester-long sustainability project on campus and a simulation of a climate change summit. They learn about different ecologies, as

well as the actors, institutions, and key issues in environmental policy-making, from the local level to the global, with special focus on climate change, class, environmental racism, environmental justice, activism, and empowerment. This course fulfills one of the requirements for the environmental studies major and minor. (3B) (Also listed as Political Science 255.) Offered every spring semester. Prerequisite: any 100-level Political Science or Environmental Studies course, Health and Society 140, or consent of instructor.

ENVS 257. International Politics of Climate Change (1). This course introduces the students to climate change governance by focusing on the workings of the “International Regime for Climate Change.” It is organized around three sections. The first section explains “international regimes” (IR) and uses the IR for climate change as a case study, focusing on its key principles, rules, actors, and decision-making procedures. The second section takes a comparative approach to afford the students the opportunity to see how national societies are affected by climate change and addressing it. The third section is a simulation of the annual Conference of the Parties sponsored by the United Nations Framework Convention on Climate Change (UNFCCC). (Also listed as Political Science 257.) Prerequisite: Political Science 110, 130, 160, or 180.

ENVS 258. Interdisciplinary Applications of Geographic Information Systems (.5, 1). This course examines the theory and methods of computer-based Geographic Information Systems (GIS) and their application to interdisciplinary topics such as urban and regional planning and environmental management. Students learn to collect and display various types of spatial data. Interpretation and analysis of spatial data are also emphasized. Through individual and group projects, students are encouraged to explore political, economic, sociological, and/or scientific topics that might benefit from spatial analysis. Lecture, discussion, computer laboratory, and possible field study. Offered every third semester. Prerequisite: One lab-science course, sophomore standing, or consent of instructor.

ENVS 259. Environmental Political Theory (1). What should society’s relationship with the environment look like, and why? Who should decide what it will be, and how? This course explores the conceptual debates, value judgments, and political controversies surrounding environmental issues. Students are encouraged to develop their own visions for the proper relationship between human society and the environment in the 21st century by reading and discussing texts across the history of environmental political thought from varying political and philosophical perspectives. Also listed as (Political Studies 259.) Prerequisites: At least one prior Political Science or Environmental Studies course.

ENVS 260. Media and the Anthropocene (1). Many scientists and researchers across the globe now agree that the Anthropocene—the word proposed to describe a new geological epoch defined by the earth-shaping consequences of human activity—has arrived. This course explores the media landscape of the Anthropocene, focusing on various ways in which filmmakers, podcasters, and other digital storytellers are attempting to make sense of the challenges that humans face during this moment of profound geological and ecological change. In addition to examining the work of others, students are required to produce their own digital media projects, using a variety of audio, video, and web-based production tools. (2A) (Also listed as Media Studies 350/Journalism 350.) Offered every other year. Prerequisite: junior or senior standing or permission of instructor.

ENVS 271. Sociology of the Environment (1). This course will examine how social factors shape human interaction with, and understanding of, our natural environment. We will critically examine a variety of social institutions—political and economic systems, cultural traditions, governmental bodies and advocacy organizations, among others—that mediate and shape our relationship with the environment. Topics include the social construction of nature, discourse and agenda-setting within the media and the environmental movement, environmental justice issues and the possibility of sustainable societies. (Also listed as Sociology 271.) Offered occasionally. Prerequisite: Sociology 100 or 150, or consent of instructor. Sociology 200 is suggested as well.

ENVS 280. Core Topics in Environmental Studies (.5, 1). Designed to pursue topics in environmental studies that are not addressed in the regular core course offerings. May be repeated for credit if topic is different. Meets environmentally related course requirement (#4) for Environmental Studies majors. Offered occasionally. Prerequisite: sophomore standing and any 2 courses that satisfy the Environmental Studies major, or consent of instructor. The 2A, 1S, 3B, 4U, 5T domained versions of this course are, respectively, 281, 282, 283, 284, 286.

ENVS 287. Environmental Hispanic Literature (1). Using an eco-critical approach, this seminar course involves the study of Spanish-language literatures on themes involving the environment such as preservation, impacts of climate change on communities and peoples, sustainability, rural and urban development, food production, and environmental contamination and its effects. (5T) (Also taught as Spanish 282.) Prerequisite: Spanish 240.

ENVS 288. Environmental Hispanic Literature in Translation (1). Using an ecocritical approach, this seminar course involves the study of Spanish-language literatures on themes involving the environment such as preservation, impacts of climate change on communities and peoples, sustainability, rural and urban development, food production, and environmental contamination and its effects. Taught in English. (5T) (Also taught as Spanish 283.) Prerequisites: none.

ENVS 290. Topics in Environmental Studies (.5, 1). Courses with environmental components. May be repeated for credit if topic is different. Meets environmentally related concentration course requirement (#5) for Environmental Studies majors. Offered occasionally. Prerequisite: varies with course offering or consent of instructor. The 1S, 2A, 3B, 4U, 5T domained versions of this course are, respectively, 291, 292, 293, 294, 295.

ENVS 296. Totoro Saves the World: Miyazaki, Nature, and the Popular Imagination (1). The dawn of the Anthropocene brings new incentives to examine human's role in nature and their effect on the natural environment. In this course, we examine how the intersections of culture, folklore, and physical landscapes influence concepts of nature and environmental sustainability through the films and writings of Hayao Miyazaki. Using an interdisciplinary approach, we will investigate the relationship between Miyazaki's work and the challenges of cultural and environmental sustainability in Japan and the ways popular culture has been used to promote environmental sustainability and preserve biodiversity. (5T) (Also listed as Japanese 296.)

ENVS 380. Senior Colloquium in Environmental Studies (.5,1). The senior colloquium provides a capstone opportunity for students of environmental studies. This course uses a variety of perspectives to examine human interactions with the environment and political and cultural responses to these interactions. Students may perform research, pursue an internship or other experiential opportunity, or bring previous experiences to the course. All students will reflect on these experiences, make a public presentation, and investigate professional opportunities in environmental studies. Offered each fall. Prerequisite: senior standing in an environmentally related major.

ENVS 390. Special Projects (.5, 1). Research work under faculty supervision. Prerequisite: sophomore standing.

ENVS 392. Honors Thesis (.5, 1). The writing of a substantial paper based on independent study or project. Qualified students may apply by submitting an application by the mid-point of the term prior to the term in which the honors research would be conducted; environmental studies program faculty will select a limited number of honors candidates each year. May be repeated for up to 1 unit of credit. Prerequisite: declared environmental studies major, senior standing, 3.4 minimum grade point average in courses required for the environmental studies major, an approved departmental honors application.

ENVS 395. Teaching Assistant (.25, .5). Work with faculty in classroom, laboratory, and field instruction of a class. Graded credit/no credit.

ENVS 396. Research Assistant (.5, 1). Work with faculty on a research project.

European Studies

Europe matters. It has made significant contributions to the world: intellectual, artistic, political, spiritual, economic, and scientific, among others. However, it has also been an arena for much conflict and struggle—racial, religious, political—with implications far beyond its borders, and it has subjected most of the world to imperial rule. Knowing about Europe gives insight into past and present and their interconnectedness, and helps us imagine the future.

At the same time, for centuries the question of what constitutes “Europe” has been up for debate. Is Europe a geographical entity? A political construct, delineated by institutions such as the European Union? Or is Europe a cultural construct that emerged from a synergy of late Roman influences, the Christian religion, and the legacy of the Germanic migrations? The European Studies minor approaches the study of Europe through a wide range of disciplinary vantage points to help students find their own answers to the complex and often controversial questions of what constitutes Europe and why it matters.

European Studies minors can take advantage of course offerings in a variety of departments, including but not limited to art history, economics, English, Greek, Latin, and ancient Mediterranean studies, history, media studies, modern languages and literatures, music, philosophy, political science, sociology, and theatre and dance. Students are guided in defining their learning goals, their course selections, and in possible study abroad options by the faculty members contributing to the minor.

European Studies Faculty

- Daniel Brückenhaus
- Joseph P. Derosier
- Ellen E. Joyce
- Pablo Toral

European Studies Minor (6 units)

1. One unit providing a broad overview of European culture, society, politics, or history such as History 268 (Europe and the Modern World) or Political Science 237 (European Union).
2. One unit beyond the first year in an ancient European language or in a modern European language that is not the student’s first language.
3. Coursework must focus on at least two European countries or regions.
4. At least 1 unit must be on Europe before 1789, and at least 1 unit must be on Europe after 1789.
5. Up to 1 unit of credit can be taken in a course the focus of which is not primarily on Europe, as long as the student does substantial work on a European topic for the course. If selecting this option, students should consult a European studies advisor before or at the beginning of the semester to make sure the option will meet the requirements for the minor.
6. No more than 2 units taken in the same program or department may count towards the minor.
7. Additionally, students must write a 2,000-word reflective essay synthesizing themes and questions that have emerged from their studies of Europe. Students are expected to make a public presentation based on the essay.
8. While study abroad in Europe is not required, it is highly recommended. Courses with a European focus taken abroad, whether in Europe or another world region, can be counted towards the minor.

Courses That May Apply to a European Studies Minor

1. In General:
 - Economics 209
 - English 195, 251,252, 253 ,254 ,263
 - French 220, 280, 285
 - Greek, Latin, and Ancient Mediterranean Studies 100, 200, 202, 204, 206, 207, 220, 221, 222, 223, 240, 241, 242, 243, 320, 321, 322, 323, 340, 341, 342, 343
 - History 221, 222, 223, 225, 235, 268
 - Performing and Applied Arts 150
 - Philosophy 200, 205, 234, 238, 280, 285, 350
 - Political Science 237, 265, 280, 285
 - Sociology 200
 - Spanish 215, 240, 370, 375

2. When Europe is the Focus:

- Art History 250
- Economics 380
- English 257, 258
- French 360, 380
- Greek, Latin, and Ancient Mediterranean Studies 230
- History 150, 210, 295, 310
- Philosophy 110, 240
- Political Science 130, 180, 295, 330
- Spanish 250, 285, 290, 295, 320

Practicum credit in the performing and applied arts department may be counted for the minor if the student participates in, or works on, a show that focuses on European content.

European Studies Courses

EUST 390. Special Projects (.25 - 1). Prerequisite: sophomore standing.

Finance Dual Degree Program

Beloit partners with Marquette University to provide an opportunity for Beloit College students to earn an Accelerated Master of Science in Finance (MSF) degree. Students in this program graduate with a BA from Beloit College and MSF from Marquette in five years.

Students pursue a major in Business Management, Economics, or Quantitative Economics during seven semesters at Beloit while still having plenty of chances to take non-major electives. They graduate from Beloit with their classmates after spending one semester at Marquette and then complete their MSF the following year.

Finance Dual Degree Program Faculty

- Bob Elder
- Laura Grube
- Greg Casey Hanrahan
- Matt Laszlo
- Brian Morello
- Diep Phan
- Disha Shende
- Kevin S. Smith

Finance Dual Degree Program

Beloit College students apply to the Marquette University Accelerated Master of Finance program after completing 15 units (usually four semesters) at Beloit and enroll at Marquette after completing 28 units (usually seven semesters).

Prerequisites

- All requirements for the Business Management, Economics, or Quantitative Economics major except for one elective unit.
- An overall and a major GPA of at least a “B” (3.0).
- Business 216 and 217 with a grade of “B” or better.
- All Beloit College domain, skills, and experience (“E”) graduation requirements.
- At least 28 units of Beloit College credit with no more than 12 units of transfer credit.

Finance Dual Degree Program Courses

Courses for this program come from many departments and programs.

Geology

The department of geology is committed to preparing all Beloit students to be responsible citizens of planet Earth. Our program promotes an understanding of the way earth systems operate and how they have evolved, and how humans interact with the environment. This understanding is accomplished through an interdisciplinary approach that integrates knowledge across the sciences and through the development of strong skills in critical thinking, problem solving, and communication.

In addition, we strive to prepare students to be competent professionals in geology, capable of pursuing graduate studies and/or careers in the earth sciences and related disciplines. Graduates will be able to recognize and engage a variety of scientific problems. Their solutions to those problems will be informed by a social conscience sensitive to both the possibilities and limitations of the finite resources of the planet.

Geology Faculty

- James Rougvie
- Jay Zambito

Environmental Geology Major (12.5 units)

The interdisciplinary environmental geology major provides an understanding of how soil, water, and mineral resources form and involves the practical application of geologic principles to environmental problem solving.

1. Five and one-half departmental units:
 - a. Geology 100 or 110, 200, 215, and 385 (.5).
 - b. Two from Geology 230, 235, 240.
2. Supporting courses (7 units):
 - a. Two from Biology 121, 152; Geology 105, 205, 220, 230, 235, 240, 245 and 251 (as appropriate).
 - b. One from Chemistry 117, 220, 230, 240, 245, 250 or Physics 101, 102.
 - c. One from Biology 247, Mathematics 110 or 115.
 - d. Three from appropriate courses in environmental studies, economics, and political science; such courses must be chosen in consultation with the major advisor.
3. Thesis
4. Strongly recommended:
 - a. Proficiency in a spoken foreign language.
 - b. Summer internship or field-intensive program incorporating aspects of environmental geology.
5. In preparation for graduate study and professional work in environmental geology, and in consultation with the major advisor, students should elect additional courses in geology and mathematics. In addition, and depending on interests, students should elect additional courses in biology, chemistry, computer science, physics, and public policy.
6. Writing/communication requirement: The department of geology strives to develop the communication skills of our students. We recognize that complete understanding of any discipline requires the ability to express that understanding in both oral and written form. Geology is a highly visual science; consequently, we also train students to design effective illustrations and figures to convey complex information.
 - a. Our majors learn the skills necessary to compose oral presentations, which are typically accompanied by high-quality slides or computer-generated illustrations; in addition, they learn to write papers using conventions appropriate to geologic inquiry. Many students employ these skills to communicate research findings at professional conferences in the form of oral or poster presentations.

- b. All 200- and 300-level courses include assignments fashioned to help students communicate professionally through oral presentations and written reports. Such skills are cultivated to a significant degree in our W courses:
 - i. 230: Sedimentology
 - ii. 235: Geomorphology
 - iii. 325: Tectonics
- 6. Our thesis requirement is designed to develop disciplinary expertise in communication. The following course supports the thesis requirement and is designated W: Geology 385-Thesis Research.
- 7. Students majoring in environmental geology may choose to receive the Bachelor of Science degree rather than the Bachelor of Arts degree by completing a minimum of 4 units in biology, chemistry, computer science, mathematics, and/or physics.

Geology Major (11.5 units)

The disciplinary geology major provides an understanding of earth processes and the evolution of life forms on Earth.

1. Eight and one-half departmental units:
 - a. Geology 100 or 110, 105, 200, 215, and 385 (.5).
 - b. Four units from Geology 205, 210, 220, 230, 235, 240, 245, and 325.
2. Supporting courses (3 units):
 - a. Mathematics 110 or 115.
 - b. Physics 101 or 102.
 - c. One chemistry course from 117, 220, 230, 240, or 250.
3. Thesis.
4. Strongly recommended:
 - a. Proficiency in a spoken foreign language.
 - b. Summer internship or field-intensive program incorporating aspects of geology.
5. In preparation for graduate study and professional work in geology, and in consultation with the major advisor, students should elect additional courses in geology and mathematics. In addition, and depending on interests, students should elect additional courses in biology, chemistry, computer science, and physics.
6. Writing/communication requirement: The department of geology strives to develop the communication skills of our students. We recognize that complete understanding of any discipline requires the ability to express that understanding in both oral and written form. Geology is a highly visual science; consequently, we also train students to design effective illustrations and figures to convey complex information.
 - a. Our majors learn the skills necessary to compose oral presentations, which are typically accompanied by high-quality slides or computer-generated illustrations; in addition, they learn to write papers using conventions appropriate to geologic inquiry. Many students employ these skills to communicate research findings at professional conferences in the form of oral or poster presentations.
 - b. All 200- and 300-level courses include assignments fashioned to help students communicate professionally through oral presentations and written reports. Such skills are cultivated to a significant degree in our W courses:
 - i. 230: Sedimentology
 - ii. 235: Geomorphology
 - iii. 325: Tectonics
 - c. Our thesis requirement is designed to develop disciplinary expertise in communication. The following course supports the thesis requirement and is designated W: Geology 385-Thesis Research.

7. Students majoring in geology may choose to receive the Bachelor of Science degree rather than the Bachelor of Arts degree by completing a minimum of 4 units in biology, chemistry, computer science, mathematics, and/or physics.

Geology Minor (5 units)

1. Five departmental units:
 - a. Geology 100 or 110.
 - b. Four additional units from 100-, 200-, or 300-level geology courses, including no more than one non-lab course.
2. Declared minors in geology are invited to elect Geology 171 and are encouraged to participate in the spring field excursion.

Geology Courses

GEOL 100. Earth: Exploring a Dynamic Planet (1). Exploration of geologic processes that shape our dynamic planet and how they interact as a system. Topics include plate tectonics, deep time, climate, volcanoes, earthquakes, streams and groundwater, glaciers, natural resources, and the interactions between geologic processes and human populations. The class emphasizes both global systems and the geology of southern Wisconsin. We focus on using scientific methods to decipher complex interactive processes and developing skills for observation and analysis in the field and laboratory. One Saturday or Sunday field trip. Students who have credit for Geology 110 may not take this course for credit. (4U) Offered yearly.

GEOL 105. Evolution of the Earth (1). Examination of a wide variety of scientific tools and datasets allows us to reconstruct the history of the Earth. Information from rock associations, fossils, stratigraphic correlations, geochemistry, and radioactive-age determinations forms a logical picture of the co-evolution of the Earth's lithosphere, hydrosphere, atmosphere, and biosphere. The human dimension of historical geology is revealed in tracing the development of the concept of time, and through discussions of the rate and magnitude of human-induced environmental change. Lecture, discussion, laboratory, field study. One Saturday or Sunday field trip. (4U) Offered yearly.

GEOL 110. Environmental Geology and Geologic Hazards (1). Application of geologic principles to help in understanding the response of our environment to natural and anthropogenic forces of change, and proper constraints we should exercise in being good stewards of the Earth. Natural resources (water, soils, climate, and energy), flooding, volcanic activity, and earthquakes are among the topics considered, with emphasis on current events. Lecture, discussion, laboratory, field study. One Saturday or Sunday field trip. (4U) Offered yearly.

GEOL 171. Field Excursion Seminar (.25). The geology, geography, history, and environment of a region to be studied during an extended field excursion. A student may take the seminar for credit more than once. Graded credit/no credit at discretion of instructor. There is an additional fee associated with this course. Offered yearly. Prerequisite or co-requisite: Geology 100 or 105 or 110 or 115 or with permission of instructor. This course is a prerequisite for the May Field Excursion (Geology 172).

GEOL 172. Field Excursion (.25). The geology, geography, history, and environment of a region to be studied during an extended field excursion. A student may take the excursion for credit more than once. Graded credit/no credit at discretion of instructor. There is an additional fee associated with this course. Offered yearly. Prerequisite or co-requisite: Geology 100 or 105 or 110 or 115 or with permission of instructor, and Geology 171 in the semester preceding the excursion.

GEOL 200. Mineralogy (1). The study of minerals, including their composition, properties, occurrence, and classification. Lectures and laboratory include discussion of basic crystallography and crystal chemistry, and introduction to optical mineralogy and the properties and occurrences of common rock-forming minerals. Lecture, laboratory, field study. One four-day field trip during fall break. (4U) Offered each fall. Prerequisite or co-requisite: Geology 100, 105, 110 or Chemistry 220.

GEOL 205. Petrology (1). The study of rocks, including their composition, classification, and tectonic setting. Lectures and laboratory focus on the processes that control the formation of rocks in the context of plate tectonics and planetary evolution. Lecture, laboratory, field study. Offered alternate spring semesters. Prerequisite: Geology 100 or 110, and 200.

GEOL 210. Paleontology (1). The history of life from its origins to the present. The preservation, distribution, and identification of invertebrate fossils as well as selected vertebrate and plant fossils. Competing evolutionary theories are evaluated in the perspective of geologic time. Fossils are studied as once-living organisms that were adapting to changing environments and part of a biological community. Lecture, discussion, laboratory, and field study. One weekend field trip. (Also listed as Biology 210.) Offered alternate years. Prerequisite: Geology 100, 105, or 110 or Anthropology 120 or 1 course in Biology.

GEOL 215. Field Geology (1). Techniques of collecting, recording, and presenting geologic data; use of surveying techniques, the Brunton compass, GPS and GIS, and hydrologic field methods; interpretation of data as plotted on maps and sections. Field observations and measurements are synthesized with maps and cross-sections in written and oral reports. Lecture, laboratory, field study. (4U) Offered in alternate years. Prerequisite: Previous or concurrent 100-level geology course highly recommended.

GEOL 220. Structural Geology (1). Mechanical principles applied to folds, faults, joints, igneous plutons, and secondary structural features of the Earth. Laboratory study of deformative processes by models and experiments, and analysis of structures by graphical, mathematical, and computer techniques. Lecture, laboratory, field study. One Saturday or Sunday field trip. Offered alternate spring semesters. Prerequisite: Geology 100 or 110 and 200.

GEOL 230. Sedimentology and Stratigraphy (1). Students learn about the origin, distribution, deposition, and lithification of common rock-forming sediments. Lithologic knowledge is combined with fossil and geochemical data to interpret depositional age and environment. Principles of stratigraphy are used to correlate surface/subsurface sedimentological data and construct cross-sections. Sedimentologic and stratigraphic concepts are utilized to analyze depositional basins. Students learn course concepts through lectures, laboratories, and field work. One weekend field trip. Offered alternate years. Prerequisite: previous or concurrent 100-level geology course highly recommended.

GEOL 235. Surface Processes and Landforms (1). This course focuses on the origin and development of landforms created by fluvial, glacial, eolian, and karst processes. In addition, the relationships of landforms to underlying geologic structures and the history of geologic and climate changes as recorded by surface features are explored. Landscapes and surface processes are analyzed using air photos and topographic maps as well as field-mapping techniques and geographic information systems. One Saturday or Sunday field trip. (4U) Offered alternate fall semesters. Prerequisite: Geology 100 or 110.

GEOL 240. Hydrogeology (1). An introduction to the components of the hydrologic cycle with an emphasis on the movement of water through geologic media. Field-monitoring methods and analysis of hydrogeologic data through graphical, mathematical, and computer-modeling techniques. Applications to issues of water quality, water supply, and water resources management. Lecture, laboratory, field study. One Saturday or Sunday field trip. Offered alternate spring semesters. Prerequisite: Geology 100 or 110; Mathematics 110 or 115 highly recommended.

GEOL 245. Earth's Climate: Past and Future (1). Students gain an understanding of natural climate variability over Earth's history, including rates and magnitude of change, and the mechanisms driving these changes. Knowledge of past climate states and changes is then used to interpret current anthropogenic climate change and extrapolate future climate scenarios. Social, economic, and natural resource use (critical minerals and water) implications of climate change are discussed. Students study past climate using data collected from rocks, sediments, ice sheets, tree rings, and fossils. Offered alternate years. Prerequisites: any 100-level geology, biology, or chemistry course, or by consent of the instructor. (Also taught as Environmental Studies 245)

GEOL 250. Advanced Topics in Geology (.5). Topics of current interest or of special importance in the field of geology chosen to take advantage of the expertise of either the regular faculty or of visiting lecturers. Offered occasionally. Prerequisite: dependent upon subject matter.

GEOL 251. Advanced Topics in Geology (1). Topics of current interest or of special importance in the field of geology chosen to take advantage of the expertise of either the regular faculty or of visiting lecturers. Offered occasionally. Prerequisite: dependent upon subject matter.

GEOL 325. Tectonics (1). The structural and chemical evolution of the continental lithosphere from the Archean to present. Lectures and laboratory focus on the kinematics of plate motions, continental growth, geochronology, geothermobarometry, and thermal modeling. Mountain belts from Earth, Venus, and Mars are used as case studies. Basic computer and mathematical skills are expected. Offered occasionally. Prerequisite: Geology 100 or 110 and 200; Geology 105 recommended.

GEOL 385. Thesis Research-Geology (.5, 1). Individual field and/or laboratory research problems in geology. May be elected by the student in consultation with the department chair and staff members either during the regular school year or during the vacation periods. Research programs may lead to consideration for the Walter S. Haven prizes in geology. (CP) Prerequisite: sophomore standing and consent of the faculty supervisor and department chair.

GEOL 390. Special Project (.25 - 1). Individual study under faculty supervision; evaluation based on appropriate evidence of achievement. Prerequisite: sophomore standing.

GEOL 395. Teaching Assistant (.5). Work with faculty in classroom instruction. Graded credit/no credit.

Greek, Latin, and Ancient Mediterranean Studies

Studying the cultures, languages, literatures, mythologies, and material remains of ancient Greece and Rome, as well as their interdependent relationships with other societies of the ancient Mediterranean, teaches advanced skills in critical thought, creative problem-solving, communication, and careful analysis. Much about these societies can probably never be known for certain, but the large degree of uncertainty is just as useful as the evidence itself: continuing to produce knowledge about these societies requires ethical, precise, multidisciplinary, and creative approaches both to the evidence and to the gaps in evidence.

Our curriculum, therefore, teaches students multiple ways of approaching the ancient Mediterranean world and its continued influence, offering one major that uses Latin and Greek languages and another that uses a working knowledge of either Latin or Greek in addition to non-philological multidisciplinary inquiry. In our majors and minor, students are empowered to question how knowledge is and has been produced, to confront how such knowledge is given authority in the present, and to become producers of their own knowledges and communities as they move forward in their lives.

Greek, Latin, and Ancient Mediterranean Studies Faculty

- Kosta Hadavas
- Lisl Walsh

Ancient Mediterranean Studies Major (10 units)

Courses with asterisks () apply only if topic is appropriate. Consult with a Greek, Latin, and Ancient Mediterranean Studies advisor for approval.*

1. Six departmental units:
 - a. Completion of at least 3 courses in either Greek or Latin.
 - b. Three courses selected from the following: Greek, Latin, and Ancient Mediterranean Studies 100, 200, 201, 205, 206, 207, 215.
2. Supporting courses (4 units):
 - a. Either Greek, Latin, and Ancient Mediterranean Studies 202/History 221 or Greek, Latin, and Ancient Mediterranean Studies 204/History 222.
 - b. Three courses chosen in consultation with the advisor. Especially recommended are: Anthropology 110; Art History 150* and 210; Philosophy 200 and 350; Political Science 280; and appropriate critical identity studies courses.

3. Majors are strongly encouraged to participate in overseas study.

Greek and Latin Studies Major (12 units)

Courses with asterisks (*) apply only if topic is appropriate. Consult with a Greek, Latin, and Ancient Mediterranean Studies advisor for approval.

1. Ten departmental units:
 - a. Six courses in either Greek or Latin.
 - b. Two courses in the other classical language.
 - c. Two courses selected from the following: Greek, Latin, and Ancient Mediterranean Studies 100, 200, 201, 205, 206, 207, 215.
2. Supporting courses (2 units):
 - a. Two courses chosen in consultation with the advisor. Especially recommended are: Anthropology 110; Art History 150* and 210; Greek, Latin, and Ancient Mediterranean Studies 202/History 221 and Greek, Latin, and Ancient Mediterranean Studies 204/History 222; Philosophy 200 and 350; Political Science 280; appropriate upper-level courses in other literatures.
3. Majors are strongly encouraged to participate in overseas study.

Ancient Mediterranean Studies Minor (6 units)

Courses with asterisks () apply only if topic is appropriate. Consult with a Greek, Latin, and Ancient Mediterranean Studies advisor for approval.*

1. Two units: Greek, Latin, and Ancient Mediterranean Studies 100 and either Greek, Latin, and Ancient Mediterranean Studies 202/History 221 or Greek, Latin, and Ancient Mediterranean Studies 204/History 222.
 - a. Four courses chosen from: Anthropology 110; Art History 150*, 210; Greek, Latin, and Ancient Mediterranean Studies 100, 120, 121, 140, 141, 200, 201, 205, 206, 207, 215, 220, 221, 222, 223, 240, 241, 242, 243; Political Science 280; critical identity studies courses approved by the advisor; or courses listed in 1, above, if not used to meet that requirement.

Greek, Latin, and Ancient Mediterranean Studies Courses

GLAM 100. Classical Mythology (1). From the wrath of Achilles to the Golden Bough, this class examines how ancient civilizations used mythology to make sense of their world. Students develop skills in literary and contextual analysis while investigating the intellectual traditions of myth and its role in intercultural exchange. The class also focuses on how the study of the ancient world can help us understand and appreciate our own modern mythologies. Taught in English. (5T)

GLAM 120. Beginning Ancient Greek I (1). Study a language over 3,000 years old in which some of the greatest and most influential works of world literature were composed. In addition to learning grammar, syntax, and vocabulary (you are guaranteed to become etymological savants), you will be exposed to the field of historical linguistics, and in particular to the place of Ancient Greek in the Indo-European language family. Readings in the first semester include selections from Plato (What is the meaning of life?), Herodotus (What is history and why is it so interesting to study the past?), and the New Testament (Got questions about God? This book has answers!). (1S) Offered occasionally.

GLAM 121. Beginning Ancient Greek II (1). In the second term students complete the study of grammar, syntax, and vocabulary. Readings include shorter passages from Herodotus, Thucydides, Aristophanes, and the New Testament, along with more extensive ones from Homer's Iliad and Odyssey. (1S) Offered occasionally. Prerequisite: Greek, Latin, and Ancient Mediterranean Studies 120 or consent of instructor.

GLAM 140. Beginning Latin I (1). In this class, students master the basic vocabulary and forms of the language of the Caesars, Cicero, and the citizens of the Roman Empire. Latin is an advantageous starting point for learning any of the modern Romance languages (including Spanish, French, Italian, Portuguese, and Romanian), and an education in Latin literature was once considered the backbone of a liberal arts education. This course is designed to enable a disciplined student to deal as soon as possible with Latin texts in a competent and sure manner. (1S) Offered each fall.

GLAM 141. Beginning Latin II (1). Completion of all Latin forms and syntax, followed by a reading of a classical Latin texts chosen by students and instructor. (1S) Offered each spring. Prerequisite: Greek, Latin, and Ancient Mediterranean Studies 140 or consent of instructor.

GLAM 200. Greco-Roman Literature and its Post-Classical Tradition (.5, 1). The focus of this entry-level topics course is on either a specific genre, such as epic, tragedy, or comedy, or on a particular myth, such as that of Medea. May be repeated for credit if topic is different. Taught in English. (5T) Offered occasionally.

GLAM 201. Beloit Blocks: Ghosts of Rome (1). Rome is a city of ghosts, of sharp juxtapositions between ancient and modern, then and now. It is haunted by a past that also sustains it, culturally and economically. Some ghosts are sanctioned, others are not; some are displayed, some reveal themselves, and others have to be sought. This course engages students in an imaginative approach to the ancient and modern city, exploring its past and present and learning how our own experiences (of history, urban spaces, culture, and even college itself) inevitably change the landscape of our investigation. Students spend a week in Beloit immersing themselves in Roman history, calibrating approaches to on-site study, and planning for study abroad. The class then travels to Italy, where we spend ten days hunting the ghosts of Rome—those that live there, and those we bring with us. Taught in English. (2A) Offered occasionally during the summer Beloit Blocks session.

GLAM 202. Greek Civilization (1). What can a study of the ancient Greeks teach us about history, politics, philosophy, law, literature, gender, sexuality, and art? And how reliable are works of literature as historical sources? This course follows the birth and progression of Greek societies from the Bronze Age through the death of Alexander the Great. Students learn much about the Greeks, but are also challenged both to extract nuanced historical information from literary sources and to relate the ancient material of the course to modern day practices, ideas, and structures. Taught in English. (3B) (Also listed as History 221.) Offered fall term, even years.

GLAM 204. Roman Civilization (1). Ancient Rome produced great works of literature, art, and architecture, and was the model for the American Republic. Yet its people enjoyed the blood sports of the arena and engaged in the ruthless conquest and subjugation of much of the Mediterranean world. This course explores the history and culture of this seemingly contradictory civilization, from its origins as an Etruscan kingdom through the rise of the Republic and its transition into Empire. Through a critical and integrated analysis of literary and material culture, students develop a picture of what it meant to be Roman, and consider what it might mean to see ourselves as the inheritors of a Roman tradition. Taught in English. (3B) (Also listed as History 222.) Offered fall term, odd years.

GLAM 205. Ancient Greco-Italian Art and Architecture (1). An introduction to the art and architecture of ancient Greece, Etruria, and Rome, from the Early Bronze Age through the Imperial period. Special emphasis is given to classical Athens, the Hellenistic world, and Rome of the late Republic and early Empire. Taught in English. (3B) Offered occasionally. Prerequisite: one course in either Greek, Latin, and Ancient Mediterranean Studies, art history, or archaeology, or consent of instructor.

GLAM 206. Special Topics (1). The subject and content of the course change according to the training and special interest of the instructor. May be repeated for credit if topic is different. Taught in English. (5T) Offered occasionally. Prerequisite: Greek, Latin, and Ancient Mediterranean Studies 100 or 200, or consent of instructor.

GLAM 207. Special Topics (1). The subject and content of the course change according to the training and special interest of the instructor. May be repeated for credit if topic is different. Taught in English. (3B). Offered occasionally. Prerequisite: Greek, Latin, and Ancient Mediterranean Studies 100 or 200, or consent of instructor.

GLAM 215. Ancient Medicine (1). This course addresses various aspects of Greco-Roman medical systems: what constitutes a “healthy” body; how genetics and environment affect health status; what diseases affect humans; the relationship between symptom and cause of disease; what treatment styles are practiced/recommended; the importance of case studies, family history, and environmental factors in determining a course of treatment; and women’s (reproductive) medicine (including theories of how reproduction happens in humans and suggestions for midwives). Students engage with large selections of the Hippocratic Corpus, Aristotle, Soranus, and Galen; and shorter selections of other relevant authors (e.g., Pliny the Elder). Throughout, students are asked to use the Greeks and Romans as a way to interrogate contemporary medical epistemology: what do we “know” about the body, disease, and treatment, and how do we know it? How do we define “health?” What socio-cultural assumptions do we make about the nature of illness and people who suffer with illness? Taught in English. (5T) (Also listed as Health and Society 215.)

GLAM 220. Homer and Homeric Hymns (.5, 1). Readings include selected books of the Iliad or Odyssey, and at least one Homeric Hymn. The focus is on an examination of Homeric style, narrative technique, meter, and the nature of oral poetry. (5T) Prerequisite: Greek, Latin, and Ancient Mediterranean Studies 121 or consent of instructor.

GLAM 221. Greek Prose Authors (.5, 1). Readings may be drawn from the following Greek prose authors, genres, and works: Lysias (On the Murder of Eratosthenes), Lucian (True History), the Novel (Longus’ Daphnis and Chloe, Xenophon of Ephesus’ An Ephesian Tale), the New Testament (Mark, Luke, John, 1 Corinthians). Special emphasis is given to an examination of each work’s genre and style, as well as to the evolution of the Greek language over time. (5T) Prerequisite: Greek, Latin, and Ancient Mediterranean Studies 121 or consent of instructor.

GLAM 222. Herodotus (.5, 1). Delineation of the Herodotean view of history. The interaction of personal motive and social movement. The historian as reporter and interpreter, as ethnologist and sociologist, as entertainer, moralist, and artist. (5T) Prerequisite: Greek, Latin, and Ancient Mediterranean Studies 121 or consent of instructor.

GLAM 223. Greek Tragedy (.5, 1). An in-depth literary and linguistic study of one or two plays (e.g., Aeschylus’ Prometheus Bound; Sophocles’ Antigone, Oedipus the King; Euripides’ Medea, Electra, Bacchae, Alcestis). (5T) Prerequisite: Greek, Latin, and Ancient Mediterranean Studies 121 or consent of instructor.

GLAM 240. Public and Private Communication (1). This course focuses on the epistolary and oratorical genres: how did Roman writers communicate to their family and friends, and how did they make arguments in public? We focus on the works of Cicero, and other authors may include Ovid, Pliny the Younger, Seneca the Elder, Seneca the Younger, Quintilian, and Marcus Aurelius, depending on the interest and expertise of the students and instructor. Attention is paid to argumentation, salutations, and the relationship between writing and action. (5T) Prerequisite: Greek, Latin, and Ancient Mediterranean Studies 141 or consent of instructor.

GLAM 241. Romans In and Out of Love (1). The explosion of civil wars in Rome in the 1st century BCE is met with an equal explosion of... love poetry? This course examines the tropes, imagery, and metrics of Roman elegy. Students will encounter representative works of Catullus, Propertius, Tibullus, Sulpicia, and Ovid. Depending on the interests and expertise of the instructor and the students, the course may focus on one or two of the above authors, or it may focus on a particular theme (e.g., programmatic openings, the amica, the art of seduction, complaints, breakups). Attention is directed toward stylistics and critical interpretation in light of Augustan literature and politics. (5T) Prerequisite: Greek, Latin, and Ancient Mediterranean Studies 141 or consent of instructor.

GLAM 242. Roman Philosophy (1). How did Roman writers make sense of the natural world, human societies, and the place of the individual within these systems? This course explores representative philosophical writings of Cicero, Lucretius, Seneca, and Augustine. The course may focus on one or two of the above authors, or it may focus on a particular theme (e.g., friendship, the state, emotions, physics), depending on the interest and expertise of the instructor and students. (5T) Prerequisite: Greek, Latin, and Ancient Mediterranean Studies 141 or consent of instructor.

GLAM 243. Medieval Latin Literature and Palaeography (1). A survey of the extraordinary diversity of Medieval Latin literature (both poetry and prose), with special emphasis on the 11th-13th centuries. This course also serves as an introduction to Latin palaeography (i.e., how to read medieval and early-Renaissance manuscripts written in Latin). (5T) Prerequisite: Greek, Latin, and Ancient Mediterranean Studies 141 or consent of instructor.

GLAM 249. Statistical Approaches to Latin Poetry (1). This intermediate-level Latin course helps students to refine, review, and/or deepen their understanding of Latin grammar, syntax, and vocabulary, but its focus is to introduce students to basic statistical concepts and techniques in the process of studying and making arguments about ancient Latin poetry. Students explore how to represent and study texts as sets of quantitative and qualitative data, how to use quantitative analysis of these data to find patterns in texts, how to develop and test hypotheses about texts using data analysis, and how to develop persuasive arguments that use quantitative data as evidence for textual interpretation. The ancient author(s), genre(s), and time period(s) of study will vary depending on student and instructor preference. (1S) Offered occasionally. Prerequisite: Greek, Latin, and Ancient Mediterranean Studies 140 or permission of instructor.

GLAM 320. Greek Philosophy (.5, 1). The victory of conceptual thought over the mythological mode, and the consequences that flow from the creation of philosophic language. Primary emphasis upon the Presocratics and the early and middle dialogues of Plato. (5T) Prerequisite: Greek, Latin, and Ancient Mediterranean Studies 121 or consent of instructor.

GLAM 321. Thucydides (.5, 1). The influence of logos upon historical writing and political action in Thucydides' history, with particular attention paid to the practice and effect of rhetoric in a democratic society. (5T) Prerequisite: Greek, Latin, and Ancient Mediterranean Studies 121 or consent of instructor.

GLAM 322. Greek Comedy (1). Close reading of one play by Aristophanes (e.g., *Clouds*, *Lysistrata*, *Frogs*). Detailed attention to the inner world of the playwright as poet, dramatist, theatrical craftsman, and commentator on the culture of democratic Athens. (5T) Prerequisite: Greek, Latin, and Ancient Mediterranean Studies 121 or consent of instructor.

GLAM 323. Early Greek Poetry (.5, 1). Hesiod and the lyric poets serve as sources for the examination of poetic texture as well as guides to the character of Greek myth, religion, and social and literary development. (5T) Prerequisite: Greek, Latin, and Ancient Mediterranean Studies 121 or consent of instructor.

GLAM 340. Roman Drama (1). This course features close reading of representative plays of Plautus, Terence, and Seneca. We consider each figure as a possible representative of and critical commentator upon his age, and we investigate the dramas for their attitudes about politics, gender, history, and performance. Detailed attention is also paid to the inner world of the playwrights as poets, dramatists, and theatrical craftsmen. (5T) Prerequisite: Greek, Latin, and Ancient Mediterranean Studies 141 or consent of instructor.

GLAM 341. Roman Epic (1). A consideration of the Roman interpretation of the epic genre, beginning with Ennius and focusing on Vergil and his ambiguous relationship to Augustan ideology. We may also explore selections of some of the following: Ovid's *Metamorphoses*, Lucan's *Bellum Civile*, Valerius Flaccus' *Argonautica*, and Statius' *Thebaid*. The class draws attention to the manipulation of imagery, plot, intertext, and vocabulary in the creation of layered meaning. (5T) Prerequisite: Greek, Latin, and Ancient Mediterranean Studies 141 or consent of instructor.

GLAM 342. Roman Historians (1). How did Romans understand and craft their own history? How have their narratives shaped our understanding of what it means to tell stories about our own past? Attention is paid to the social and historical context of textual production, narrative and character development, and the (re)production of Roman ideologies. Possible authors include Sallust, Livy, Tacitus, and Suetonius. (5T) Prerequisite: Greek, Latin, and Ancient Mediterranean Studies 141 or consent of instructor.

GLAM 343. Roman Laughter and Society (1). Exploration of the comic as a critical key to social history and the Roman mind. Approaches to the intersection of humor and society: how the comic illustrates and reveals issues of class structure and social ethics, personality and stereotype, power politics and statesmanship. Possible authors include Plautus, Horace, Juvenal, Martial, Seneca, and Petronius. (5T) Prerequisite: Greek, Latin, and Ancient Mediterranean Studies 141 or consent of instructor.

GLAM 350. Classics and You: A Capstone (.5). This course has three goals: (1) embark on an in-depth study of a topic, chosen in consultation with classmates and faculty; (2) share written work-in-progress with peers and faculty; (3) investigate the state of Classics in academia and in contemporary American culture, including research into secondary, undergraduate, and graduate curricula and programs. Taught in English. (CP) Prerequisite: junior standing, Greek, Latin, and Ancient Mediterranean Studies 100, 202 or 204 and 121 or 141, or consent of instructor.

GLAM 390. Special Project (.25 - 1). Prerequisite: sophomore standing.

GLAM 395. Teaching Assistant (.5). Work with faculty in classroom instruction. Graded credit/no credit.

GLAM 396. Teaching Assistant Research (.5). Course and curriculum development projects with faculty.

Health & Society

The health and society major provides a program for the interdisciplinary study of health and medical care in the United States and around the world. The major combines the study of the natural sciences, social sciences, and the humanities to enable students to explore critical topics such as social inequalities and health, cultural differences in defining and treating health problems, the function of the health care system, and questions related to human rights and health.

Students who choose the health and society major have an opportunity to do internships at local hospitals, clinics, and health departments or to develop internship and research opportunities during study abroad programs. Health and society graduates have pursued advanced degrees in medicine, public health, social work, and health law. They work in governmental and non-governmental organizations and in business.

Health & Society Faculty

- Rachel A. Bergstrom, PhD
- Suzanne Cox
- Chris Johnson
- Kristin J. Labby
- Kate Linnenberg
- Sylvia López
- Matthew Tedesco
- Pablo Toral
- Ron Watson

Health and Society Major (13 units)

1. Two units from the following physical and natural sciences courses, chosen to provide prerequisites for additional coursework below: Chemistry 117, 150, and at most 1 of Anthropology 120 or any 100-level biology or Biology 208.
2. Two units from the following courses: Anthropology 100, Critical Identity Studies 101, Economics 199, Political Science 110, 160, Psychology 100, Sociology 100, chosen to provide prerequisites for additional coursework below.
3. Completion of one unit of Health and Society 140.
4. Three units chosen from the core health and society courses: Anthropology 242, Anthropology/Health and Society 323, Biology 215, Health and Society 235, Health and Society 252, Economics 271 (if topic is health economics), Philosophy 221, Physical Education, Recreation, and Athletics 308, Political Science/Health and Society 212 or 230, Psychology 210 or 252, Sociology 275, Spanish/Health and Society 218, Chinese 115, French 210, Japanese 115, Spanish 210. At least 2 of the core courses must be completed before the senior year. Other relevant course offerings with significant health content may be substituted with approval of the chair.
5. One unit of statistics or research methods chosen from: Anthropology 240, Biology 247, Economics 251, Health and Society/Political Science 201, Sociology 205 or 211.

6. Choose one unit from each theme. Other relevant course offerings with significant health content may be substituted with approval of the chair.
 - **Health and Well-Being:** Anthropology/Health and Society 330, Greek, Latin, and Ancient Mediterranean Studies/Health and Society 215, 301, Interdisciplinary Studies 318, Psychology 210, 215, 250, 252, 305, 375, Psychology 225 (may not be counted for the major in conjunction with Health and Society 252), Physical Education, Recreation and Athletics 308.
 - **Biological Systems and Health:** Anthropology 230, Biology 237, 256, 257, 289, 340, Biology/Chemistry 260, 360, Chemistry 220, 230, Psychology 230.
 - **Social Determinants of Health:** Sociology 221, Sociology 225, Sociology 245, Critical Identity Studies 250/Sociology 251, Economics 204, 271 (if topic is gender economics), Political Science/Health and Society 212 or 230, Political Science 214, Political Science 255/Environmental Studies 256, Political Science 262, Critical Identity Studies 265, 360 (if topic is medicine).
7. Completion of 1 unit of Health and Society 340.
8. Students interested in health and society are encouraged to fulfill their Experience requirement by engaging to improve the health of our neighborhoods, country, and/or world. This may occur during a Duffy Partnership, a research or field internship, an E-designated course, or an approved study abroad experience with pre-approval. Students majoring in health and society may fulfill major requirements while studying abroad. Consult with your major advisor when preparing for studying abroad.
9. Students interested in health and society are strongly encouraged to develop fluency in a second language. Spanish fluency is valuable to students who will be health care practitioners in the United States.
10. Writing/communication requirement: Writing in health and society incorporates the multiple traditions that inform the study of public health. Students will be exposed to a variety of writing styles in the natural science, social science, humanities, and interdisciplinary courses required for the major. The capstone course, Health and Society 340, will provide opportunities for students to explore writing and speaking in ways that communicate to diverse audiences about health issues. Students will also write a reflective essay at the end of the major. Students are encouraged to present their experiences from study away or research at Beloit College student symposia.
11. Honors in health and society: Students with a 3.6 GPA or above in courses in the major may apply junior year for honors and develop a self-designed honors project.
12. Students majoring in health and society may choose to receive the Bachelor of Science degree rather than the Bachelor of Arts degree by completing a minimum of 8 units in biology, chemistry, computer science, geology, mathematics, and/or physics.

Health and Society Minor (6 units)

No more than 2 units that count towards a major may be used to fulfill these minor requirements.

1. Completion of one unit of Health and Society 140.
2. Three units chosen from the core health and society courses: Anthropology 242, Anthropology/Health and Society 323, Biology 215, Health and Society 235, Health and Society 252, Philosophy 221, Physical Education, Recreation, and Athletics 308, Political Science/Health and Society 212 or 230, Psychology 210 or 252, Spanish/Health and Society 218, Chinese 115, French 210, Japanese 115, Spanish 210. At least 2 of the core courses must be completed before the senior year. Other relevant course offerings with significant health content may be substituted with approval of the chair.
3. One additional course, related to the student's interest, chosen from the thematic electives below.
 - **Health and Well-Being:** Anthropology/Health and Society 301, 330, Greek, Latin, and Mediterranean Studies/Health and Society 215, Interdisciplinary Studies 318, Psychology 210, 215, 250, 252, 305, 375, Psychology 225 (may not be counted for the major in conjunction with Health and Society 252), Physical Education, Recreation, and Athletics 308.

- **Biological Systems and Health:** Anthropology 230, Biology 237, 256, 257, 289, 340, Biology/Chemistry 260, 360, Chemistry 220, 230, Psychology 230.
 - **Social Determinants of Health:** Sociology 221, Sociology 225, Sociology 245, Sociology 251, Economics 204, 271 (if topic is gender economics), Political Science/Health and Society 212 or 230, Political Science 214, Political Science 255/Environmental Studies 256, Political Science 262, Critical Identity Studies 265, 360 (if topic is medicine).
4. One unit of statistics or appropriate research methods course chosen from: Anthropology 240, Biology 247, Economics 251, Health and Society/Political Science 201, Sociology 205, 211.

Kinesiology and Movement Minor (6 units)

No more than 2 units that count toward a major or minor may be used to fulfill these minor requirements.

1. Completion of one foundational course: Biology 110 or Biology 111.
2. Two core kinesiology and movement courses: Health and Society 140 and Health and Society 301.
3. Three additional courses, related to the student's interest, chosen from the thematic electives:
 - Biology 256, 257, 340
 - Health and Society 110
 - Chemistry 117
 - *If planning for medical school, nursing, physician assistant school, or sports medicine, CHEM 117 is strongly recommended*
 - Physics 101
 - *If planning for physical therapy, Physics 101 is strongly recommended.*

Recommendations for Kinesiology and Movement Minors

Students are strongly recommended to enroll in PART-, PERC-, and THDA-prefixed movement courses totaling at least 1.5 units, as well as in Psychology 100 and Psychology 210; students are encouraged to pursue a practical exercise and movement-related experiential learning opportunity, including internships, on- and off-campus jobs, or kinesiology/movement-based programs and fellowships.

Health & Society Courses

HEAL 110. Myofascial Conditioning and Wellness (.75). This .75-unit course focuses on the physiology and health of musculature and fascia using the Roll Model Method. Students engage with theoretical and applied approaches to self-myofascial release through massage, alignment, anatomy instruction and mental awareness. Utilizing the full set of required Tune Up Balls, articles and current research, and activities, each student develops and puts into practice their own conditioning and wellness plan specially designed for their sport(s), movement, and/or personal training goals. While there is no textbook for the course, materials cost around \$60 and will need to be purchased before the semester begins. A link will be sent out in December.

HEAL 140. Introduction to Public Health (1). Premised on in-depth discussion and analysis of key readings, this survey course covers a broad spectrum of domestic and global issues in public health, including the non-medical [social] determinants of health, health literacy, and disparities in health outcomes. Designed to encourage interaction among students interested in the health professions, this course lays the groundwork for future collaboration and introduces students to possible career tracks as practitioners, analysts, consultants, and social entrepreneurs in the realm of public health. (3B)

HEAL 201. Research Methods in Political Science and Health (1). This course offers an overview of research methods used in health and political science research. Course objectives will include an introduction to basic statistical concepts and research design; the course will also emphasize the use of STATA statistical software for production of various statistical output (ANOVA, odds ratios, bivariate and multivariate regression analyses). (3B) (Also listed as Political Science 201.) Prerequisite: none, but Political Science 110 or higher recommended.

HEAL 212. U.S. Health Policy and Politics (1). An overview of health policy and politics in the United States. Course examines the U.S. health care system, its politics, organization, and the financing of health services. It explores how federalism shapes the system and compares it with other industrialized countries. It also examines the social or non-medical determinants of health, and the limits of what health care alone can accomplish. Health disparities among ethnic and social groups feature centrally throughout. (3B) (Also listed as Political Science 212.) Prerequisite: Political Science 110 or higher or sophomore standing.

HEAL 215. Ancient Medicine (1). This course addresses various aspects of Greco-Roman medical systems: what constitutes a “healthy” body; how genetics and environment affect health status; what diseases affect humans; the relationship between symptom and cause of disease; what treatment styles are practiced/recommended; the importance of case studies, family history, and environmental factors in determining a course of treatment; and women’s (reproductive) medicine (including theories of how reproduction happens in humans and suggestions for midwives). Students engage with large selections of the Hippocratic Corpus, Aristotle, Soranus, and Galen; and shorter selections of other relevant authors (e.g., Pliny the Elder). Throughout, students are asked to use the Greeks and Romans as a way to interrogate contemporary medical epistemology: what do we “know” about the body, disease, and treatment, and how do we know it? How do we define “health?” What socio-cultural assumptions do we make about the nature of illness and people who suffer with illness? Taught in English. (5T) (Also listed as Greek, Latin, and Ancient Mediterranean Studies 215.)

HEAL 218. Health and Culture in the Spanish-Speaking World (1). In this course, students learn specialized vocabulary needed to discuss and write about health issues in the Spanish-speaking world. This course also emphasizes cultural values, beliefs, and practices required to enhance and develop approaches to health in Spanish-speaking communities. Readings are of a literary and non-literary nature. Participation in Spanish-speaking activities and/or the local Latino community is expected. Taught in Spanish. (5T) (Also listed as Spanish 215.) Prerequisite: Spanish 210 or 214. AFTER ON-LINE REGISTRATION CLOSES, MODERN LANGUAGES FACULTY REVIEW ALL LANGUAGE COURSE ENROLLMENTS TO DETERMINE WHETHER OR NOT A STUDENT HAS ENROLLED IN THE RECOMMENDED PLACEMENT LEVEL. IF NOT, THE STUDENT WILL BE CONTACTED BY THE DEPARTMENT TO DETERMINE WHETHER A DROP OR REGISTRATION IN ANOTHER LANGUAGE COURSE IS APPROPRIATE.

HEAL 221. Biomedical Ethics (1). An examination of ethical questions related to medical practice and biomedical research. Special emphasis on issues such as abortion, reproductive technologies, euthanasia, autonomy in medical decision-making, research on animal and human subjects, and allocation of scarce medical resources. (5T) (Also listed as Philosophy 221.) Offered each spring. Prerequisite: Philosophy 110 or 115, or sophomore standing.

HEAL 230. Comparative Health Systems (1). This course provides an overview of comparative health systems. Health care systems in both rich and poor countries throughout the world are examined, including their facilities, workforces, and technology and equipment. Students in this course evaluate the performance of these systems in terms of cost, quality, access, and other issues. (Also listed as Political Science 230.) Prerequisite: sophomore standing and one Health and Society or Political Science core course, or instructor approval.

HEAL 235. Men’s Health (1). In this course we examine the disparities, conditions, and unique pathologies that define the parameters of contemporary male morbidity, mortality, and well-being. Beyond epidemiological data, our interdisciplinary investigation encompasses an empirical look at the biology and biochemistry of maleness, coupled with analysis of masculine identities and their past and present impacts on men’s general and sexual health. Male circumcision, the clinical or ritual cutting of the foreskin, is the backdrop for our exploration of men’s health. In addition to field trips and guest lectures spanning the spectrum of health, our journey culminates in a curated exhibit, research posters, and/or performance pieces that weave the phenomenon of male circumcision into the fabric of men’s health across time, cultures, and sexual identities. (3B)

HEAL 252. Women’s Health: Topics (1). This course focuses on the biological, social, psychological, cultural, and political factors that impact women’s experience of health and illness in the United States and around the world. Topics covered will be selected from critical topics focused on women’s experience of health and illness, including childbirth, breast cancer, aging, HIV/AIDS, and forms of psychological and physical violence.

Depending on the instructors, this course may consider global issues and/or may include a significant laboratory component. May be taken for credit only one time. Offered occasionally.

HEAL 280. Topics in Health and Society (.5, 1). Selected interdisciplinary topics in Health and Society. Topics vary, but they may include global health, climate change and health, or epidemiology and society. The courses include data-driven investigation of health issues and focus on the critical analysis of complex problems. May be repeated for credit if topic is different. Prerequisite: sophomore standing and one health and society core course, or consent of instructor.

HEAL 301. Anatomy of Kinesiology and Somatics for Movers (1). This course covers functional human anatomy and kinesiology, specifically as applied to the body in motion from basic (i.e. locomotion) to complex (i.e. dance) movement. Students learn the bones, the names, locations and actions of muscles, all types of connective tissues and the types and actions of the joints of the body. Students also explore vital connections between the body, mind and movement through the study and practice of various somatics techniques with a focus on Bartenieff Fundamentals: a corrective approach for repatterning movement. Students discover how to approach movement for the most efficient functioning, to increase physical potential, prevent injuries and recover from them more quickly. The course includes factual, theoretical, and practical applications through lectures, discussion, and labs. Labs are conducted in the dance studio where students learn through movement. Prerequisites: sophomore standing or instructor consent.

HEAL 308. Bodies (1). This advanced seminar looks at bodies as sites of pleasure, objects of anxiety, sources of pain, and corporeal environments where new and ongoing knowledges about ourselves are registered. Bringing cultural anthropology and medical anthropology into conversation with the perspectives of philosophy, cultural studies, queer critique, trans studies, performance studies, and creative nonfiction, students work collaboratively on projects that speak to seminar themes and engage their talents as thinkers and writers. (Also listed as Anthropology 308.) Prerequisites: Junior or senior standing and Anthropology 100, Anthropology 242, Critical Identity Studies 101 or permission of instructor.

HEAL 323. Anthropology of Sex and Reproduction (1). This course examines current issues in human sexual behavior and reproduction (both biologically and culturally) utilizing an anthropological perspective. Most broadly defined, anthropology is the study of humans, and anthropological investigations strive to know who we are, how we came to be, and where we are headed. In an evolutionary sense, sex and reproduction are intimately tied to our Darwinian fitness. The course's approach enables the study the interrelatedness of biological, behavioral, cultural, social, and political aspects of human sex and reproduction. Students examine issues such as new reproductive technologies, the biology and culture of pregnancy and childbirth, mate choice, menopause, sexual dysfunction, and sex/gender anomalies through readings, lectures, films, and class discussions. (Also listed as Anthropology 323.) (3B) Prerequisite: junior or senior standing, and Anthropology 100 or 120.

HEAL 330. Paleopathology (1). Paleopathology is the study of disease in the past, combining method and theory from archaeology, medicine, and bioanthropology to enhance understanding of human health and well-being. In this course, disease will be discussed in its many facets, with particular emphasis on how pathological conditions manifest in skeletal tissue and a central focus on the cultural, biological, and evolutionary characteristics of past and present human health. We will discuss a range of topics, from congenital and infectious diseases to degenerative conditions and traumatic injury, to comprehend the major debates, key knowledge, and theoretical perspectives of paleopathology as an anthropological discipline. Readings, lectures, discussions, presentations, activities, and papers will allow students to examine multiple aspects of human disease and integrate their own interest into a final research project. (Also listed as Anthropology 330.) Prerequisites: Anthropology 120; Anthropology 230 or Biology 256.

HEAL 340. Senior Seminar for Health Professions (1). A seminar offered every fall to consider current issues in health and medical care in the United States and other countries. As the capstone course for the major, students reflect on career-relevant knowledge and experience by applying and articulating what they have learned while navigating their undergraduate education. (CP) Prerequisite: junior or senior standing (junior standing requires instructor consent).

HEAL 341. Health and Society Internship (.5). Graded credit/no credit.

HEAL 342. Health and Society Research Project (.5). Specialized credit for research assistants.

HEAL 390. Special Projects (.25 - 1). Prerequisite: sophomore standing.

HEAL 395. Teaching Assistant (.5). Work with faculty in classroom instruction. Graded credit/no credit.

Health Sciences

The Health Sciences program provides a streamlined pathway for students to complete prerequisite course requirements for many health professions schools, including Nursing, Physician's Assistant/Associate, Physical Therapist, and others.

Students develop critical biology-, chemistry-, and psychology-based skills and knowledge required for scientific competency in healthcare professions, explore and evaluate research in the health sciences, build context to understand healthcare access and inequities with strategies for mitigation, and gain experience in healthcare settings through internships, shadowing, and other opportunities.

Health Sciences Faculty

- Rachel A. Bergstrom, PhD
- Suzanne Cox
- Kristin J. Labby
- Kate Linnenberg
- Sylvia López
- Matthew Tedesco
- Pablo Toral
- Ron Watson
- Helen M. Werner

Health Sciences Major (13 units)

New Major: Students may declare this major after it has been approved by Beloit's external accrediting bodies.

The Health Sciences major equips students with core and foundational knowledge in the natural and social sciences with key professional skills and experiences necessary to succeed in allied health fields and graduate-level programs in the health-related professions.

1. Four units from social sciences, public health, and natural sciences courses, chosen appropriately to meet prerequisites for other requirements:
 - a. One unit of introductory social science: Anthropology 100, Psychology 100, or Sociology 100.
 - b. One unit of introductory public health: Health and Society 140.
 - c. One unit of introductory chemistry: Chemistry 117.
 - d. One unit of introductory biology: Biology 110, 111, 121, or 152.
 - e. One unit in a statistical analysis course or math: Biology 247, Health and Society 201, Mathematics 110, or Sociology 205.
2. Four units on the social determinants of health courses, at least one of which must be at the 300-level: Anthropology 242, 323, Biology 215, Greek, Latin, and Ancient Mediterranean Studies 215, Health and Society 235, 252, 308, Philosophy 221, Political Science 212, 230, 255, Psychology, 210, 215, 240, 252, 260, 265, 305, 365, 375, Religious Studies 205, or Sociology 225, 245, 275.
3. Four units in the natural sciences courses, at least one of which must be at the 300-level: Anthropology 230, 330, Biology 208, 237, 256, 257, 289, 340, 365, 375 (when topic is appropriate), Chemistry 230, 235, 260, 360, 365, Health and Society 301, or Psychology 230.

Departmental Honors in Health Sciences

Students with a 3.6 GPA or above in courses in the major may apply junior year for honors and develop a self-designed honors project.

Notes for Health Sciences Majors

Bachelor of Science: Students majoring in health sciences may choose to receive the Bachelor of Science degree rather than the Bachelor of Arts degree by completing a minimum of 8 units in biology, chemistry, computer science, geology, mathematics, and/or physics.

Experience requirement: Students interested in health sciences are encouraged to fulfill their Experience Requirement by engaging in the improvement of the health of neighborhoods, country, and/or world. This engagement may occur during a research or internship, an E-designated course, and/or an approved study abroad experience.

Study Abroad: Students majoring in health sciences may fulfill major requirements while studying abroad. Students should consult with a major advisor when preparing for studying abroad.

Language study: Students interested in health sciences are strongly encouraged to develop fluency in a second language. Spanish fluency is valuable to students who will be health care practitioners in the United States, and a double major in Spanish, French, or Japanese is recommended.

Writing/communication requirement: Writing in health sciences incorporates the multiple traditions that inform the study and delivery of healthcare services. Students are exposed to a variety of writing styles in the natural science, social science, humanities, and interdisciplinary courses required for the major. Students are encouraged to identify a capstone course that provides opportunities to explore writing and speaking in ways that communicate to diverse audiences and write a reflective essay at the end of the major. Students are encouraged to present their experiences from study away, research, or internship at Beloit College student symposia.

Health Sciences Courses

Courses for this program come from many departments and programs.

History

The study of history is the study of humanity, of society, and of civilization. In its simplest definition, history is the study of the way in which present ways of doing and thinking have come about in the past.

Only in a vague sense is history prophetic; essentially history is descriptive and analytic in its approach. It seeks to describe the past to the degree that the record will allow. It is an analysis of human motivation, of those institutions that people have created to further social well-being, and of those patterns of habit and thought that make for security and stability in any age.

History is both humanistic study and social science. History deals with facts, but the facts are always viewed with perspective.

History Faculty

- Daniel Brückenhaus
- Margaret Flamingo
- Ellen E. Joyce
- Robert André LaFleur
- Sabauon Nasser

History Major (10 units)

1. Ten units:
 - a. Two units of History 150, completed in the first and second year.
 - b. One unit of history lab. Lab courses include History 190, 293, 294, 295. History 190 is strongly recommended for students in their first and second year.
 - c. A historical breadth requirement involving coursework engaging history across chronological and geographical fields. In consultation with their advisors, students must construct a plan to develop historical breadth.

- d. A historical depth requirement involving at least 3 units at the 100- or 200-level within a particular period and geographical field. One unit from outside the department may count toward this requirement with departmental approval. Students are encouraged to continue the development of historical depth through writing a research paper in their depth field in a 300-level seminar.
 - e. Two units at the 300-level involving significant historical research-based writing. History 395, 396, and 397 do not satisfy this requirement. History 390 or courses from outside the department may fulfill the requirement if approved in advance by the department. One unit from off-campus programs, such as the ACM Newberry Library Program, may count toward this requirement.
2. Writing/communication requirement: Reading and writing are the primary tools of historical inquiry, and while historians may evaluate oral and material sources as they set out to discover the past, the normal means by which they communicate their discoveries to a wider audience is through essay writing and the formal research paper. It is our conviction that mastering the art of the historical essay benefits all of our students because the skills required are at the heart of what it means to think critically. Students fulfill the writing/communication requirement through the incremental development of writing skills through the curriculum. Thus, students must complete 1 W departmental unit at the 100-, 200-, and 300-level.
 3. Students intending to pursue graduate study in history should achieve competence in at least one additional language beyond English.

History Minor (6 units)

1. Two units at the 100-level. History 190 is strongly recommended.
2. Three units at the 200-level.
3. One unit at the 300-level, not including 395, 396, 397. History 390 will fulfill this requirement only by prior arrangement with the advisor.

History Courses

HIST 150. Introduction to Historical Thinking (1). This course introduces students to historical inquiry by exploring particular themes or problems in history rather than providing traditional surveys based on geographical area and chronology. Regardless of the topic, each instructor approaches the issue of historical analysis and interpretation in a comparative social and cultural perspective or across a significant breadth of time. Students are expected to appreciate differing interpretations of the same historical questions and to learn how to distinguish primary and secondary source material. Topics include: Looking East from Medieval Europe; Identity and Religion in Early Modern Europe; The Chinese Almanac and Popular Culture; Memoirs and Travelogues in East Asia; Comparative Slavery in the Atlantic World; Social and Cultural History of the United States; The Workers are Revolting: European Labor History; Nations and Nationalism. (5T) Topics course. Offered each semester.

HIST 190. History Workshop (1). This course acquaints students with the different approaches to writing history by providing samples of the various ways in which historians (and non-historians) have treated problems in the past. The class also aims to give students experience doing history by working with various kinds of sources. Finally, the course seeks to excite students about the field of history by addressing the issue of why someone would want to become an historian. This course is required for all history majors, who should complete it by the end of their sophomore year or before they declare a major. (5T) Offered each year. Prerequisite: History 150.

HIST 210. Topics in History (.5, 1). Topical study on a specific theme, issue, area, or time period. Such topics reflect the current research interests of the faculty and meet the needs of history majors and non-majors. Topics include: Medieval and Early Japan; Historical Research Methods-China and Beyond; Books and Readers in the Middle Ages and the Renaissance; Colonial and Postcolonial Histories. Open to first-year students. The 5T- and 3B-dominated versions of this course are, respectively, History 211 and 212.

HIST 221. Greek Civilization (1). Greek origins, the Bronze Age, the Middle Age, the rise of the city-state, archaic and classical civilization, the Persian and Peloponnesian Wars, the decline of the city-state, and the rise of Macedonia. Emphasis on the relationship between literature and history and on Greek historians. (3B) (Also listed as Greek, Latin, and Ancient Mediterranean Studies 202.) Offered occasionally. Open to first-year students.

HIST 222. Roman Civilization (1). Ancient Rome produced great works of literature, art, and architecture, and was the model for the American Republic. Yet its people enjoyed the bloodsports of the arena and engaged in the ruthless conquest and subjugation of much of the Mediterranean world. This course explores the history and culture of this seemingly contradictory civilization, from its origins as an Etruscan kingdom through the rise of the Republic and its transition into Empire. Through a critical and integrated analysis of literary and material culture, students develop a picture of what it meant to be Roman, and consider what it might mean to see ourselves as the inheritors of a Roman tradition. (3B) (Also listed as Greek, Latin, and Ancient Mediterranean Studies 204.) Offered fall term (odd years).

HIST 223. Medieval European Civilization (1). This course surveys the period from the dissolution of the classical Greco-Roman world into three kindred civilizations (Byzantium, Islam, and Latin Christendom) to the formation of a new civilization in the West. The primary focus of the class is to develop a synthetic understanding of the Middle Ages through an integrated exploration of its art, music, literature, theology, politics, and sociology. (3B) Offered every year. Open to first-year students.

HIST 224. Encounter, Exchange, and Power in the Medieval Mediterranean (1). This course explores the multicultural environment of the Mediterranean Sea in the Middle Ages (ca. 600-1500) and the conflicts and coexistence that characterized interactions among Christians, Muslims, and Jews around the shores of that sea. Trade, travel, and armed conflict all defined those interactions in addition to religious rivalries and differences. This course explores how such contacts led both to alienation of these cultures from one another but also to periods of uneasy tolerance. Whether at war or in peace, Christians, Muslims, and Jews exchanged ideas and artifacts throughout this period, and the class examines the creative interplay of those exchanges. The geographical scope of this course ranges from Spain and Morocco in the west to Egypt and the Byzantine Empire in the East, as well as adjacent territories. (3B) Open to first-year students.

HIST 225. Renewal and Reform in Early Modern Europe: 1300-1650 (1). This course examines the cultural and religious changes that occurred in Western Europe during the periods known to historians as the “Renaissance” and the “Reformation.” We pay particular attention to the role of the visual arts and the printing press in promoting both religious and secular ideals, to the limited roles that women were able to play in public discourse, and to the upheavals that followed the religious changes brought about by the Protestant Reformation. A recurring question of this class is the tension between continuity and change: Why have historians tended to describe this period as an era of change? How accurate is that view? What aspects of earlier thought and culture stayed the same? How did this “Early Modern” period prepare the way for “Modern” Europe? (5T) Offered alternate years. Open to first-year students.

HIST 237. Race and the American Environment (1). As Native peoples, Africans, and Europeans came into contact with one another, their actions altered both the cultural and natural landscapes of the present-day United States. This course will focus on some of these actions, both intentional and unwitting, as we consider central questions of American environmental history from the colonial era through the present day. We will think about the ways that different cultural approaches to land, plants, and animals transform ecological systems, as well as the ways that different groups of people approach various landscapes. We will also consider environmental causes and consequences of otherwise familiar historical events, as well as the ways that class and, especially, race, affect people’s relationships with “the environment.” Additional topics include ideas and experiences of “nature”; slavery and the plantation system; the displacement of indigenous peoples; and the rise of environmentalism and its transformation by issues of inequality and justice. (5T) (Also listed as Environmental Studies 237.) Open to first-year students.

HIST 243. U.S. Nationalism and Internationalism, 1861-1945 (1). Emphasis on domestic social issues and foreign relations during the Civil War, post-war Reconstruction, the Gilded Age and Progressive Era, World War I, the 1920s, the Great Depression, and World War II. Themes include war and reconstruction, federal and state relations, race, immigration, women’s suffrage, and the rise of U.S. power in the world. (3B) Offered occasionally. Open to first-year students.

HIST 245. The United States in the 20th Century, 1945-Present (1). Emphasis on foreign relations and domestic social issues: the emerging Cold War, McCarthyism, the Korean War, the 1950s, Kennedy and Johnson, civil rights, the Vietnam War, Nixon and Watergate, Ford, Carter, Reagan, and Bush. (3B) Offered each spring. Open to first-year students.

HIST 250. Modern African History (1). This class provides a broad overview of modern sub-Saharan African history, with a focus on the 19th and 20th centuries. We will discuss the social and political structures of African societies before their first contact with Europeans, the impact of the slave trade on West Africa, the interactions between 19th-century European explorers and missionaries with African populations, the experience of formal colonial rule between the late 19th and the mid-20th century, and the failures and successes of post-colonial African countries. By introducing students to the complex and varied histories of a wide range of African societies and cultures, the course aims to challenge traditional Western views of Africa as a uniform, primitive, and timeless continent. Open to first-year students.

HIST 264. Popular Piety and Heresy in the Middle Ages (1). This course examines the religious beliefs and devotional practices of medieval Christians, with a special emphasis on the development of heretical beliefs, the practice of pilgrimage, and the cults of various medieval saints. Particular attention is paid to primary source material, both visual and written, and to understanding the larger framework of medieval society. (3B) Offered occasionally, fall semester. Open to first-year students.

HIST 268. Europe and the Modern World: 1789-present (1). This class introduces students to the political, cultural, social and economic history of Europe from the late 18th century to the present, focusing on Europeans' relationships and interactions with people from other parts of the world. Over the course of the semester, we compare European developments to those of other continents. We address the ways in which Europe took a specific and unusual path, as well as the ways in which Europe's history was typical of broader, world-wide trends. The class places a special emphasis on transfers of knowledge and people across Europe's outer boundaries. We examine the images that Europeans formed of overseas territories, and we follow European "explorers," colonial rulers and immigrants on their world-wide voyages. The course shows the impact of European political and economic ideologies on the cultural, social and political structures of other parts of the world. At the same time, the class addresses non-Europeans' perspectives on Europe. It examines how people from areas such as South Asia or Africa traveled or migrated to Europe, how they appropriated European ideas for their own purposes, and how they contributed, in various ways, to Europe's history. (3B) Offered every two years. Open to first-year students.

HIST 284. History and Popular Culture in Japan in Translation (1). Popular representations of the past are everywhere in Japan, from cell phone charms, to manga, to television dramas, to video games, to young women dressed as their favorite historical figures hanging out in the hip Harajuku district. But, how does this cycle of production and consumption influence the way well-known stories are told? And, how does this mass revisiting of the past impact the way people think about history and what it means to be Japanese? Looking at the intersections of Japanese history and popular culture, this course seeks to answer these questions. By analyzing 20th- and 21st-century popular fiction and film as well as popular culture in Japan, students consider how and why constantly changing narratives of the past can impact the present. (5T). Prerequisites: none. Also listed as Japanese 264 and Media Studies 264.

HIST 293. Archival Research (.5, 1). Students in this course undertake a study of a document, collection of documents, or rare book in the College Archives or Special Collections. They transcribe, edit, and/or write a substantial essay about the materials they study. They are guided in this through regular meetings with the instructor and when appropriate with the college archivist. May be repeated for credit if topic is different. (3B) Offered occasionally. Prerequisite: consent of instructor; one previous history class at Beloit College.

HIST 294. Research Colloquium (.5). This course allows students to engage in substantive research on a topic of their own choosing. Class meetings focus on methods for finding and evaluating appropriate sources, defining a suitable topic, writing multiple drafts and perfecting the art of documenting evidence. Oral presentations, peer review of drafts, and individual consultation with the instructor all familiarize students with the idea of historical writing as both collegial conversation and scholarly process. May be repeated for credit if topic is different. (3B) Offered occasionally. Prerequisite: consent of instructor; one previous history class at Beloit College.

HIST 295. Historiography Workshop (.5, 1). This class explores the “History of History,” that is, the evolution of ideas and perspectives about the study of the past. Usually, this class will focus on the development of historiography about a particular topic, region, or period and enable students to achieve a deeper understanding of how and why we understand the past in the ways we do today. May be repeated for credit if topic is different. (3B) Offered occasionally. Prerequisite: consent of instructor; one previous history class at Beloit College.

HIST 296. Digital History (1). This course offers a hands-on exploration of the ways that new technologies are transforming historical research and teaching, as well as creating new online spaces for educating the general public. Students consider questions about the nature and value of existing digital history projects, the rise of open-source projects, and the relationship between digital history and public history. Students have the opportunity to contribute to a class blog, to participate in a crowdsourced transcription project, and to create their own websites and GIS-based maps. Students become familiar with many of the principles and challenges that inform scholars and programmers as they collaborate to enrich the field of historical research. (Also listed as Museum Studies 296.) Prerequisites: One previous history course or permission of the instructor.

HIST 310. Advanced Topics in History (.5 - 1). This seminar-style course allows for topical study on specific themes, issues, areas, or time periods. Such topics reflect the current research and teaching interests of faculty members and meet the needs of history majors and non-majors. Topics include: Writing and Speaking in Medieval European Communities; Commerce and Culture in Early Modern China; The World in Miniature-French Studies of Chinese Culture; History and Landscape; Community Oral History; “Whiteness” in North American History; The American War in Vietnam. (CP) Prerequisites: junior standing or permission of instructor, and History 190.

HIST 385. Advanced Writing Seminar (.5, 1). Student research, discussion, and reports on varying historical topics, with consideration of the theoretical and historiographical aspects of their study. Students have an opportunity to conduct more in-depth research on an existing project. May be repeated for credit if topic is different. Offered occasionally. Prerequisite: junior standing.

HIST 390. Special Project (.25 - 1). Individual work under faculty supervision, with evaluation based on appropriate evidence of achievement. Open to students with sophomore standing or above for a maximum of 3 full courses or the equivalent thereof. Prerequisite: minimum grade point average of 3.0 in the major, no outstanding incompletes, approval of proposal by department faculty committee.

HIST 395. Teaching Assistant (.5). Work with faculty in classroom instruction. Graded credit/no credit. Prerequisite: consent of instructor.

HIST 396. Teaching Assistant Research (.5). Course and curriculum development projects with faculty. Prerequisite: consent of instructor.

HIST 397. Research Assistant (.25 - 1). Assistance to a history department faculty member in scholarly research. Prerequisite: history major; junior standing; B+ grade point average in history courses; departmental approval.

Interdisciplinary Studies Program

Interdisciplinary studies programs enable Beloit College students to explore and address complex issues through inquiry between and beyond disciplinary boundaries. In these programs, students analyze and synthesize information from multiple perspectives and construct new forms of knowledge. The interdisciplinary offerings include courses, program-supported majors, and self-designed majors and minors.

Interdisciplinary majors are: cognitive science, critical identity studies, data science and data analytics, environmental studies, health and society, health sciences, international relations, and media studies, and self-designed majors.

Interdisciplinary minors are: Asian studies, cognitive science, critical identity studies, environmental studies, European studies, health and society, self-designed, journalism, Latin American and Caribbean studies, law and justice, medieval studies, and museum studies.

Interdisciplinary Studies Program Faculty

- Natalie Gummer
- Daniel Michael Youd

Self-Designed Integrative Learning Majors (12-15 units)

Self-designed majors may be constructed in part or in whole from four-unit blocks that are administered through the Center for Integrative Learning. These self-designed major and minor proposals are approved by the Director of the Center for Integrative Learning in consultation with the proposed major/minor advisor. Application forms are linked on the webpage for the Center for Integrative Learning.

1. The major should be constructed from three or four blocks or two blocks plus an existing minor. One unit of additional coursework may also count toward the major (e.g., a capstone course).
2. Coursework should total a minimum of 12 units of academic credit but should not number more than 15.
3. At least one course must address methodology.
4. The major must include an appropriate capstone course.
5. A student may double-count no more than two courses with any other major or minor except in consultation with the Director of the Center for Integrative Learning.
6. The major application must demonstrate why the student's educational goals cannot be met by existing majors, minors, or a combination thereof.
7. The application for a self-designed major must be submitted and approved by the Director of the Center for Integrative Learning before the end of the junior year.

Self-Designed Interdisciplinary Studies Majors (12-15 units)

Final approval of these majors rests with the Director of Interdisciplinary Studies. The director evaluates proposals for majors after they have been approved by the faculty members consenting to serve as major advisors.

Students electing this option may apply as early as their third semester but no later than four weeks after classes begin in their fifth semester. Deadline for application is four weeks before the last day of classes if the application is to be acted on that semester.

Interested students should request proposal guidelines from the Provost's Office and should consult two faculty members, who should assist the student in planning the major and preparing the proposal.

Since an interdisciplinary studies major requires well-developed integrative skills, students who wish to propose such a major will have to demonstrate academic ability beyond minimum competence. Normally, these students are expected to have and maintain at least a 3.0 cumulative grade point average.

Here is a detailed description of the steps necessary for declaring an interdisciplinary major.

1. In preparing proposals, students should keep in close touch with their intended advisors and should have each advisor send a supporting statement to the Director of Interdisciplinary Studies Committee indicating agreement to work with the applicant until the completion of the proposed major.
2. The proposed major should have a descriptive and appropriate title. This title will appear on the student's transcript.
3. A list of courses should include all courses pertaining to the proposed major and should reflect depth as well as breadth. Coursework should total a minimum of 12 units of academic credit but should not number more than 15. No more than 5 units may already be completed at the time the applicant submits the first draft of a proposal for the major. Special projects courses should be listed under the categories indicated, together with the names of instructors who will supervise them. Special projects' instructors should indicate their willingness to supervise these courses. Up to 3 units of special project work may

count toward the major.

4. A proposed term-by-term course schedule should list all the courses that will satisfy graduation requirements. Course scheduling will be subject to change, but the plans should be as specific as possible, including approved special projects.
5. A copy of the academic transcript should be included.
6. A conceptual rationale should cover the total interdisciplinary major plan and experience. This substantive essay should describe and explicate the proposed major. The rationale should:
 - a. State how the proposed major is consistent with the liberal arts.
 - b. Explain how the proposed major will integrate and reflect on the disciplines.
 - c. Tie together the various components of the proposed major, with attention to the achievement of breadth and depth and the ways in which particular courses advance the goals of the major.
 - d. Explain how the proposed major can be supported by faculty, library, studio, and other resources at Beloit College.
 - e. Propose a capstone experience that will synthesize and integrate the broad range of knowledge acquired in the process of completing the major.
 - f. Explain why a departmental concentration would not serve the student's intellectual goals.
7. An abstract of one page should introduce the proposal and include:
 - a. Title of the proposed major.
 - b. Names of advisors.
 - c. A one or two-paragraph statement of goals and objectives containing a precise indication of the focus and intentions of the major.

Self-Designed Integrative Learning Minors (6 units)

Self-designed minors may be constructed from four-unit blocks that are administered through the Center for Integrative Learning. These self-designed major and minor proposals are approved by the Director of the Center for Integrative Learning in consultation with the proposed major/minor advisor. Application forms are linked on the webpage for the Center for Integrative Learning and the Registrar's Office.

1. At least four units from one of the blocks administered by the Center for Integrative Learning.
2. Two additional courses from the same block. Students may propose up to two units outside the block (e.g. study abroad courses) for approval.
3. A student may double-count no more than one course with any other major or minor except in consultation with the Director of the Center for Integrative Learning.
4. The application for a self-designed minor must be submitted and approved by the Director of the Center for Integrative Learning by the end of the junior year.

Self-Designed Interdisciplinary Studies Minors (6 units)

A student may design an interdisciplinary minor that integrates perspectives from several academic disciplines, although the manner in which such integration is accomplished will vary with the minor and may include special projects.

Final approval of these minors rests with the Director of Interdisciplinary Studies. The director evaluates proposals for minor concentrations after they have been approved by the faculty member(s) consenting to serve as minor advisor(s). Deadline for application is four weeks before the last day of classes if the application is to be acted on that semester.

A more detailed description of the steps necessary for declaring an interdisciplinary minor is available from the Provost's Office and on the college's website.

1. The proposed minor should have:

- a. A descriptive and appropriate title.
 - b. Six units that are explicitly integrated.
 - c. At least 2 units from each of 2 different disciplines.
 - d. Three units at the 200-level or above.
 - e. A rationale (approximately 750 words) that includes an explanation of how each individual course contributes to the minor as well as an articulation of the purpose and ideas or questions that are central to the minor.
2. A field of study that is more than an extension of the student's major.
 3. Additional requirements:
 - a. No more than two-thirds of the units required for the minor may be taken in one department.
 - b. No more than 4 units that count toward the minor may be in progress or completed prior to approval of the minor.
 - c. No more than 3 courses from an institution other than Beloit College may count toward the minor.
 - d. No more than 2 courses counting toward the minor may also count toward the student's major.
 - e. One or more faculty member(s) must act as the advisor(s) for the minor.

Interdisciplinary Studies Program Courses

IDST 101. Introductory Topics Course in Interdisciplinary Studies (.25 - 1). These courses introduce students to interdisciplinary thinking and perspectives through a variety of modes. They may be offered in fall, spring, or summer terms. Grading method varies—can be credit/no credit or letter graded, as identified by instructor.

IDST 200. Study Abroad Preparation and Integration (.5). What is study abroad's purpose? What role does it play in students' learning and development? How does a semester abroad differ from a semester at home? Using readings, discussions, and a variety of exercises, students in this course explore these and other questions about study abroad. In the process, they develop ideas for their own study abroad experiences and identify what they need to do to further prepare. They also connect their plans to Beloit College's Integrated Learning Outcomes (ILOs) and anticipate study abroad's relationship to their post-study abroad studies and other activities. Graded credit/no credit. Prerequisite: sophomore or junior standing and intention to study abroad.

IDST 222. Taking Action: Theatre, Therapy, and Activism (1). You've got something to say, but you can't find a way to communicate your perspective? Why wait for the play? Street theatre, psychodrama, and guerrilla theatre can offer exciting possibilities to create dialogue in your community. Taking Action is created for students who are interested in using theatrical techniques to take a message to the masses. The course will cover improvisational acting; Augusto Boal's Image Theatre, Forum Theatre, and Legislative Theatre; Jacob Levy Moreno's psychodramatic techniques; as well as other international trends in street and psychotherapeutic performance. Taking Action is a performance course that asks students to turn political and personal issues into action. The focus is on developing a persuasive message that has the possibility to incite discussion and eventually bring about change. In addition, students will be given the opportunity to create activist performances in the surrounding college and Beloit communities. Prerequisite: Performing and Applied Arts 106 or Theatre and Dance 106.

IDST 225. Doing the Right Thing Well: Experiments in Ethical and Effective Leadership (1). In this course students analyze the efficacy and ethical challenges of their own leadership efforts, as well as those of local community and historical leaders. A variety of approaches are employed, including interviewing local leaders, field trips, case studies, team building for problem solving, and practice in various forms of communication, written, oral, Web, and/or visual. Resources include classic and popular texts, films, guest speakers, and biographies. Prerequisite: all students in the seminar are required to be involved, either currently or within the past year, in some leadership capacity on or off campus, through employment, clubs, sports, student government, social action, or another venue.

IDST 239. Psychology and Law (1). This course examines the ways in which psychology can enhance our understanding of the American legal system, assist in the solution of legal problems, and contribute to the development of a more humane and just legal system. Topics considered include criminal responsibility, mental health law, eyewitness identification, children's testimony, prediction of violence, jury decision-making, psychological consequences of incarceration, and capital punishment. Contributions of other disciplines (e.g., sociology, politics, communications) also will be addressed. (Also listed as Psychology 239.) Prerequisite: sophomore standing.

IDST 288. Cities in Transition (1). This course enables students to engage critically with the complex urban environments in which they live and study by combining classroom work with explorations of the city beyond the university. Depending on the course location, these explorations will use techniques ranging from observations, field notes, mapping exercises, and visits to various sites of cultural, historical, and social significance to informal interviews, volunteer placements in local organizations, and research projects. Possible topics to be explored include tradition vs. modernity, gender, poverty, movements of people from rural to urban spaces, the effects of globalization, the human impact on the environment, and social problems. Topics course. Prerequisite: acceptance to a Beloit College study abroad program with a Cities in Transition course.

IDST 310. Translating the Liberal Arts (.5, 1). Designed as an interdisciplinary capstone experience for seniors from any inter/discipline, this course asks students to examine, reflect on, and articulate the values associated with a liberal arts education, both for themselves and those they encounter in their lives beyond Beloit College. Through course readings and assignments, in-class discussions, and meetings with Beloit College alumni, local employers, and Career Works staff, students are provided with the conceptual frameworks, intellectual space, and practical information to move between the esoteric (e.g., what will make my life worth living?) to the downright practical (e.g., how do I write a cover letter?). Each student will develop their own personal narrative and mission statement, evaluate and enhance their professional online presence, learn and practice techniques of networking, all the while sharing their unique curricular and co-curricular experiences to emphasize for all class members the breadth and adaptability of liberal arts training for a lifetime of learning. (CP) Prerequisite: senior standing.

IDST 375. International Relations Seminar (1). An interdisciplinary seminar on a global theme. Students will read and discuss relevant literature, undertake an independent research project on a topic of their choice, and present their results to the seminar. Required of all international relations majors, this course may also count as the capstone for some interdisciplinary studies minors. (CP)

IDST 390. Special Projects (.25 - 1). Interdisciplinary studies independent study provides the means for students to work on exploratory cross-disciplinary topics with a pace, scope, and format to be worked out between the individual student and the instructor(s) and approved by the Interdisciplinary Studies committee and the registrar. Prerequisite: sophomore standing.

IDST 395. Teaching Assistant (.5). Work with faculty in classroom instruction. Graded credit/no credit.

IDST 396. Teaching Assistant Research (.5). Course and curriculum development projects with faculty.

International Relations

The international relations major is an interdisciplinary program administered by the department of political science. The major prepares students for graduate or professional school and for careers in the academic world, government, international business, international administration and management, and international governmental and non-governmental organizations. Many Beloit students have found interesting and valuable vocations in these areas.

International Relations Faculty

- Beth Dougherty
- Klara MC Fredriksson
- Pablo Toral

International Relations Major (13-15 units)

1. Five units of political science:
 - a. Political Science 160.
 - b. Four courses with an international relations/comparative politics emphasis chosen in consultation with the advisor. Examples are: Political Science 130, 236, 237, 246, 248, 249, 250, 251, 255, 261, 262, 265, 270, 272, 273, 275, 295, 330, and 386. Other courses may count following consultation with the advisor, such as courses taken while studying abroad. At least 3 must be above the 100 level. See political science for descriptions.
2. Economics 199 and 1 upper-level internationally oriented economics course. Economics courses with an international emphasis are: 203, 204, 205, 206, 209, and 235. Other courses may count following consultation with the advisor, such as courses taken while studying abroad. See economics for descriptions.
3. Four units in one modern language or 2 units beyond intermediate courses in any modern language (except the student's first language).
4. Three internationally oriented courses approved by the advisor, at least 2 of which must be from departments other than the ones used to meet the requirements listed above. Courses taken abroad often count toward this requirement. Examples of internationally oriented courses include, but are not limited to: Anthropology 100, 375*; Biology 215; History 150*, 310*; Interdisciplinary Studies 249, 255, 272; Mathematics 103; Psychology 265; Critical Identity Studies 101.

Courses with asterisks may apply when topic is appropriate.

5. Interdisciplinary Studies 375. A 300-level political science course may be substituted when appropriate, with the permission of the instructor and the student's major advisor.
6. Students are highly encouraged to develop an area or thematic emphasis in their course of study.
7. It is highly recommended that a student spend a term studying abroad or do an internationally oriented field term or internship.
8. Writing/communication requirement: International relations majors are expected to be proficient in multiple modes of writing, including the analysis, proposal, and advocacy of practical policies and the synthesis and effective presentation of research findings. Students are required to complete Interdisciplinary Studies 375 (International Relations Senior Seminar) to fulfill the major writing requirement or a 300-level political science course may be substituted when appropriate, with the permission of the instructor and the student's major advisor.
9. Courses acceptable for U.S. and international students differ. Please consult with the advisor.

International Relations Courses

Courses for this program come from many departments and programs.

Journalism

Students may elect a minor in journalism to supplement their major concentration in any college department. Journalism at Beloit is a liberal arts, interdisciplinary program that also includes the possibility of practical journalistic experience.

The aims of the program are to make students proficient in major kinds of journalistic composition (such as news stories, magazine features, editorials, and columns); and to help students practice journalism in broader contexts (such as societal, intellectual, ethical, and experiential contexts).

Journalism Faculty

- Joe Bookman
- Christopher Fink
- Shawn Gillen
- Kosta Hadavas

Journalism Minor (5 units)

1. Journalism 125.
2. Journalism 225 or 264.
3. Journalism 155 or 264 or 1 approved course in another applied method of communication such as photography, Web design, or digital media, public speaking, or television or radio broadcasting.
4. One internship chosen in consultation with a journalism advisor, or one semester of experience in an editorial position of the Round Table, or Journalism 228.
5. One supporting course relevant to the prospective career interest of the student or English 226. (A course used to fulfill an all-college distribution requirement may not be used as the supporting course for the journalism minor.)
6. Normally courses taken to satisfy a major may not be counted toward the journalism minor, and no more than 2 other courses from the English department may be counted toward the journalism minor.

Journalism Courses

JOUR 125. Introduction to Journalism (1). Basic techniques of reportage, from researching to writing to editing. Emphasis on writing for newspapers, though other print and broadcast media also will be examined. Written assignments may include news stories, book and movie reviews, interviews, human interest stories, feature articles, and editorials. (Also listed as Media Studies 125.) (2A) Offered each fall.

JOUR 155. Introduction to Nonfiction Video Production (1). This introductory-level course examines the art and practice of nonfiction video production, focusing specifically on the process of making documentaries. Students acquire basic audio and video production skills—videography, video editing, lighting, sound recording, and sound design—and will apply these skills in the creation of their own, original nonfiction video projects. Students will also examine some of the legal and ethical issues that directors of documentary typically encounter, as well as some of the social and political roles that documentaries play within our society. (2A) (Also listed as Media Studies 155.)

JOUR 225. Magazine Feature Writing (1). A survey of writing modes associated with print journalism, with primary emphasis on magazine feature writing. Assignments may include profiles, personal essays, travel articles, interviews, biographies, reviews, satire, and extended feature articles with a research component. (Also listed as Media Studies 225.) (2A) Offered each spring. Prerequisite: Journalism 125/Media Studies 125 is recommended.

JOUR 228. Practicum in Literary Editing: Beloit Fiction Journal (1). This course is an editing workshop aimed at selecting manuscripts for publication in the Beloit Fiction Journal, an established national literary magazine. Students will read and critically assess unpublished manuscripts submitted by writers from all over the world. They will also participate in various facets of literary magazine production. (Also listed as English 228.) English majors should register for English 228. Offered each fall. Prerequisite: junior standing or consent of instructor.

JOUR 251. The Video Essay (1). This course examines the video essay, an emerging form of digital art and academic discourse, which has lately come into its own as a powerful new mode of media expression. First and foremost, it explores ways in which the literary essay—a form that dates back centuries, if not millennia—has come to inform various cinematic and videographic impulses. It provides students an opportunity to develop skills as writers, video makers, and cultural critics. (2A) (Also listed as Media Studies 251 and English 224.) Offered every other year.

JOUR 264. Topics in Media and Cultural Analysis (1). These courses focus on media and other facets of popular culture, examining specific texts and artifacts. Topics may include print media, digital media and culture, film, television, stage, history of the book, or the graphic novel. Offered every other year. Prerequisite: one of English 190, Journalism 125, Media Studies 125, Performing and Applied Arts 221; or consent of instructor.

JOUR 301. Topics in Journalism (.5, 1). Seminar for advanced study of a topic or topics in journalism, with a strong reading and research component. Topics and texts vary with instructor. Courses include Documentary Literature, Arts Journalism, Women in Journalism, Investigative Journalism, and others. Offered occasionally. Prerequisite: varies with instructor and topic.

JOUR 350. Media and the Anthropocene (1). Many scientists and researchers across the globe now agree that the Anthropocene—the word proposed to describe a new geological epoch defined by the earth-shaping consequences of human activity—has arrived. This course explores the media landscape of the Anthropocene, focusing on various ways in which filmmakers, podcasters, and other digital storytellers are attempting to make sense of the challenges that humans face during this moment of profound geological and ecological change. In addition to examining the work of others, students are required to produce their own digital media projects, using a variety of audio, video, and web-based production tools. (2A) (Also listed as Environmental Studies 260/Media Studies 350.) Offered every other year. Prerequisite: junior or senior standing or permission of instructor.

JOUR 390. Special Project (.25 - 1). Prerequisite: sophomore standing.

JOUR 395. Teaching Assistant (.5). Work with faculty in classroom instruction. Graded credit/no credit.

Kinesiology and Movement

The minor in kinesiology and movement is a program for the interdisciplinary study of the physical body, musculature, and movement. The minor combines the study of the natural sciences and social sciences to prepare students for interactions with athletes, patients, and other individuals, emphasizing how social and environmental factors can and do affect the physical and psychological limits and capabilities of the body.

Students choosing the kinesiology and movement minor have an opportunity to do internships in training rooms on campus, at local hospitals, clinics, and schools, or to develop internship and research opportunities during study abroad programs. The minor in kinesiology and movement is highly complementary with majors in psychology, health and society, biochemistry, physics, and biology, and is suitable for those pursuing advanced degrees in sports medicine, public health, physical education, biomechanics, and physical therapy.

Kinesiology and Movement Faculty

- Rachel A. Bergstrom, PhD
- Kristin J. Labby
- Britt Scharringhausen
- Gina T'ai
- Ron Watson
- Helen M. Werner

Kinesiology and Movement Minor (6 units)

No more than 2 units that count toward a major or minor may be used to fulfill these minor requirements.

1. Completion of one foundational course: Biology 110 or Biology 111.
2. Two core kinesiology and movement courses: Health and Society 140 and Health and Society 301.
3. Three additional courses, related to the student's interest, chosen from the thematic electives:
4. Biology 256, 257, 340
5. Health and Society 110

- Chemistry 117
 - *If planning for medical school, nursing, physician assistant school, or sports medicine, CHEM 117 is strongly recommended*
- Physics 101
 - *If planning for physical therapy, Physics 101 is strongly recommended.*

Recommendations for Kinesiology and Movement Minors

Students are strongly recommended to enroll in PART-, PERC-, and THDA-prefixed movement courses totaling at least 1.5 units, as well as in Psychology 100 and Psychology 210; students are encouraged to pursue a practical exercise and movement-related experiential learning opportunity, including internships, on- and off-campus jobs, or kinesiology/movement-based programs and fellowships.

Kinesiology and Movement Courses

Courses for this program come from many departments and programs.

Latin American & Caribbean Studies

Latin America and the Caribbean represent an intertwining of Indigenous, African, Asian, and European cultures with a variety of languages such as Spanish, French, Portuguese, English, Maya, Quechua, Aymara, creole/kreyòl, and other indigenous tongues. This rich cultural heritage has contributed substantially to the complexity of the region. Whether in the form of new models of economic development, varying forms of government, or innovative social ideas, certain common developmental patterns have come to represent the trademark of the region's history, people, and institutions.

Given the complexity of such a diverse and pivotal region, the Latin American and Caribbean studies minor promotes coursework in anthropology, biology, economics, health and society, mathematics, political science, international relations, history, and Brazilian, French, and Spanish-American culture and civilization to provide students with a broad, liberal background with which to appreciate the intrinsic nature of Latin America and the Caribbean and to understand the role of the United States in the social, economic, and political development of our hemispheric neighbors.

Latin American & Caribbean Studies Faculty

- Joseph P. Derosier
- Sylvia López
- Amy L. Tibbitts
- Pablo Toral

Latin American and Caribbean Studies Minor (6 units)

1. One unit from History 150 (Slavery and Abolition), Political Science 272, or Spanish 230 or 285.
2. One unit from French 210, 215; Spanish 210, 215 or above; OR another language when appropriate, upon approval of the advisor and minor chair.
3. Four units chosen in consultation with the minor advisor and taken from Economics 204*, 209*, 235*; French 280 and other French courses when topics apply to Latin America and/or the Caribbean; History 150*, 210*, 310*, 385*; Mathematics 103* (also listed as Interdisciplinary Studies 103*); Political Science 230* (also listed as Health and Society 230*), 246*, 255*, 272, 273; and other Spanish courses when topics apply to Latin America and/or the Caribbean; summer block courses with a focus on Latin America and/or the Caribbean.

Courses marked with an asterisk only count toward the minor when the content of the courses or the individual assignments (e.g., papers, presentations) focus on a Latin American and/or Caribbean topic. Consult with both the course instructor and the minor advisor about such work before enrolling. Students wishing to count these courses toward the minor will be asked to turn in to the minor advisor a portfolio of the work done at the completion of the course.

4. A two-page paper in which students offer a rationale for and synthesis of their chosen course of study.
5. No more than 3 courses taken in the same program or department may count towards the minor.

Recommendations for Latin American and Caribbean Studies Minors

- Normally, courses taken to satisfy the major requirements may not count toward the Latin American and Caribbean studies minor. Exceptions must be arranged with the program advisor.
- Study abroad plays a critical role in learning about Latin America and the Caribbean. Minors with a Spanish American focus are encouraged to complete at least one semester of study abroad through ISEP programs or another program approved by Beloit College. Likewise, students of French are encouraged to complete at least one semester of study abroad through ISEP programs in Guadeloupe or Martinique or another program approved by Beloit College. Upon consultation with the minor advisor, 2 units taken abroad may substitute for the required and elective courses.
- Students should begin the study of Spanish and/or French as early as possible to qualify for study abroad programs.
- The study of Portuguese is strongly recommended for those wishing to focus on Brazil.
- Minors are encouraged to spend at least one semester living in the Spanish or French House.

Latin American & Caribbean Studies Courses

Courses for this program come from many departments and programs.

Law & Justice

The law and justice program at Beloit is designed to provide students with a multidisciplinary understanding of issues related to law and justice. Law and justice is a minor that can complement a student's major in any academic discipline. The program is designed to appeal to the student who wishes to prepare for a career in law, government, law enforcement, corrections, social services, or organizations like Amnesty International and Greenpeace.

The law is an ongoing process in society that reaches deeply into our public and private lives. Through a variety of disciplinary modes of inquiry and analysis, the minor investigates law as an idea and as a set of institutions. By considering law's relationship to other political, economic, and social institutions, students come to understand legal decision making and how law functions—from the U.S. criminal justice system to international treaties and courts. Students also use law as a lens through which one can better understand a range of societal phenomena such as political movements, discriminatory practices, and social identities.

If law is a process, justice is an outcome—a universally desirable outcome that concerns moral rightness and fairness. What is the relationship, if any, between what is legal and what is just? How do different societies and individuals attain justice and eliminate injustice? What are the individual and societal implications of pursuing economic justice, political justice, social justice, and environmental justice?

In the law and justice program, students actively engage with and critique current paradigms and conceptual frameworks. They pose meaningful questions about what is good, legal, and just. Students also have the opportunity to study law from a variety of policy perspectives such as criminal justice, poverty and development, health and human rights, and environmental protection. Law and justice students learn how to think critically and how to express and defend their views.

Law and justice faculty members are available to offer advice to students who wish to pursue a career related to law or justice. Faculty advisors can assist students in selecting courses, finding internships, and preparing applications to graduate and professional schools.

Law & Justice Faculty

- Klara MC Fredriksson
- Matthew Tedesco
- Pablo Toral
- Charles Westerberg

Law and Justice Minor (5 units)

Normally, no courses used to satisfy a major concentration may count toward the requirements of the law and justice minor.

1. Four units from at least two of the following departments or programs:
 - a. Economics 220, 271 (when content is appropriate).
 - b. History 150 (when content is appropriate), 310 (when content is appropriate).
 - c. Interdisciplinary Studies 239.
 - d. Philosophy 221, 224, 243, 280, 285.
 - e. Political Science 221, 225, 237, 251, 255, 262, 280, 285, 380.
 - f. Psychology 239.
 - g. Sociology 231, 256, 261, 281.
2. Completion of an internship in a setting related to law and justice. This capstone experience carries at least 1 unit of credit, is arranged in consultation with the minor advisor, and must be completed in one of the student's last three semesters.

Law & Justice Courses

Courses for this program come from many departments and programs.

Mathematics

Beloit teaches both applied mathematics, which stresses problems arising through contact with nature and society, and pure mathematics, which addresses problems of intrinsic aesthetic interest. Students are free to choose to concentrate on one or the other. The faculty attempts to set the beauty, rigor, and usefulness of mathematics within its historical context and multicultural heritage. Courses guide students toward the ability to give clear oral and written expression of the mathematical ideas they learn.

Mathematics Faculty

- Eyad Haj Said
- Katherine Harris
- Sohaib Kiani
- Tom Stojisavljevic
- Ben Stucky

Mathematics Major (12 units)

1. Nine departmental units (at level 110 or higher) including:
 - a. Mathematics 150 (.5).
 - b. Four units of mathematics courses numbered between 300 and 380, inclusive and including at least two from the following: Mathematics 315, 335, 340, 375.
 - c. Four additional units of mathematics electives at level 110 or higher.
 - d. Mathematics 385 (.5) (capstone course).
2. Supporting courses (3 units):
 - a. One unit of computer science, *excluding* computer science 165, 390 (except by permission), 395, and

the AP Computer Science Principles exam.

- b. Two courses in physics, or 1 course in physics and 1 course emphasizing quantitative methods, chosen in consultation with the major advisor.
3. Mathematics majors are encouraged to do an internship or field experience involving the application of mathematics. Prospective graduate students are advised to take at least two terms of a modern foreign language, preferably French or Japanese.
4. Writing/communication requirement: Mathematics students should learn both how to write prose and how to write mathematics. Majors must take at least 5 courses designated by the college as W, at least 2 of which must be from inside the mathematics/computer science department and at least 2 of which must be from outside the department. (Transfer students reduce this by 1 course per year of advanced standing.) Departmental courses that qualify include 205, 230, 300, 310, 315, 340, and 385, and other courses as designated by the instructor.
5. Mathematicians need to know both how to write for other professionals in the field and how to report their work to others not necessarily trained in the discipline. Professional writing for mathematicians is usually proof-based. Many of the department's upper-level courses focus on such writing. Explaining our work to nonprofessionals often requires significantly different skills. While some departmental courses emphasize this type of writing, often the best training for this is writing courses in other disciplines. Consequently, mathematics majors are required to take writing courses both within and outside the department.
6. Mathematics majors are encouraged to attend Mathematics Colloquium regularly each semester in which they are in residence in their junior and senior.
7. Students majoring in mathematics may choose to receive the Bachelor of Science degree rather than the Bachelor of Arts degree by completing a minimum of 4 units in biology, chemistry, geology, and/or physics.

Mathematics Minor (5.75 units)

1. Five and three-quarters departmental units:
 - a. Mathematics 110, 115, 150 (.5), 275, and 383 (.25).
 - b. Two units of mathematics at level 200 or above. At least 1 of these units must be chosen from 315, 335, 340, or 375.

Advanced Placement and Credit for Mathematics

Supplemental to the college's general policies for advanced placement and credit, the department of mathematics and computer science grants credit for AP, IB, or Level-A exams as follows:

- College Entrance Examination Board's (CEEB) Advanced Placement Exams:
- Calculus AB, or AB subscore of BC exam: A score of 4 or 5 earns credit for MATH 110.
- Calculus BC: A score of 4 or 5 earns credit for MATH 110 and MATH 115.
- International Baccalaureate Exam: A score of 5 or higher earns credit for MATH 110; for other scores, no credit is earned and students should consult with math faculty to determine placement.
- Level A Math (9709) and Further Math (9231):
- A grade of C or better in either course earns credit for MATH 110. Students may consult with the department regarding potential placement beyond MATH 115.

Departmental Honors in Mathematics

The goals of departmental honors in Mathematics and Computer Science are to:

1. Encourage students to explore independently topics in mathematics or computer science outside the scope of our formal curriculum, and
2. Enhance students' abilities to communicate ideas in mathematics and computing.

Honors in Mathematics is awarded on the basis of the following criteria.

1. Academic achievement. The candidate must demonstrate high academic achievement across the College (cumulative GPA of at least 3.2) and in Mathematics (GPA of at least 3.2 in the major).
2. Intention to apply: The candidate must submit an intention to apply for honors (in writing), including the list of courses that satisfy the requirements for the major, to the chair of the Mathematics and Computer Science Department no later than the last day to add one-unit courses for the last on-campus term as a regular full-time student.
3. Project: An honors student in Mathematics either engages in original research or expositis and demonstrates thorough knowledge of a piece of mathematics done by others. The project may be
 - A summer research experience
 - A Math 385: Mathematics Colloquium topic
4. Presentation: An honors student in Mathematics must present their work in Math 385: Mathematics Colloquium (enrolled or not) and present to an external audience (on or off campus).
5. Professional engagement: The candidate should demonstrate active engagement in the department or in the broader discipline of mathematics and serve as a role model for respectful and professional behavior.
6. The award of Honors in Mathematics requires designation by the faculty of the Department of Mathematics and Computer Science that the candidate's project and presentation is of honors merit (one that demonstrates independence of thought, intellectual maturity, and an in-depth understanding of the research problem).

Mathematics Courses

MATH 108. Pre-Calculus (1). The mathematics necessary for calculus: algebraic manipulations; radicals and exponents; logarithmic, exponential and trigonometric functions; graphing and analytical geometry; theory of polynomials; complex numbers, and how such mathematics is developed. This course is designed for students who wish to take calculus but are not adequately prepared by their high school background. Prerequisite: First- or second-year standing. Not open to juniors and seniors without departmental permission. Not open to students who have received credit for calculus.

MATH 110. Calculus I (1). An introduction to differential and integral calculus. Limits and continuity, derivatives and integrals of polynomial, trigonometric, exponential, and logarithmic functions, applications of derivatives to optimization and approximation, the Mean Value Theorem, and the Fundamental Theorem of Calculus. (1S) Offered each semester. Prerequisite: four years of high school mathematics, including trigonometry and either college algebra or precalculus.

MATH 115. Calculus II (1). Techniques of integration, L'Hôpital's Rule, infinite sequences and series, Taylor series and applications, first-order differential equations, and introduction to the calculus of multivariable functions, including partial derivatives and multiple integrals. (1S) Offered each semester. Prerequisite: Mathematics 110.

MATH 150. Introduction to Proofs (.5). This is a transition course that develops the reasoning skills necessary for later mathematics courses with an emphasis on improving writing and presentation skills. Students engage with mathematical language and methods of conjecture, proof and counterexample, with emphasis on proofs. To motivate this content, students engage with the culture and history of the epistemology of mathematics. (1S) Prerequisite: Mathematics 110.

MATH 160. Discrete Structures (1). Introduction to the mathematical basis for computer science, including logic, counting, graphs and trees, and discrete probability. Offered even years, fall semester. Prerequisite: Computer Science 111. Prerequisite or co-requisite: Mathematics 110.

MATH 201. Vector Calculus (1). Differentiation and integration of functions of several variables; integration on surfaces; vector analysis; theorems of Green, Stokes, and Gauss; applications to ordinary and partial differential equations and to geometry. Offered even years, spring semester. Prerequisite: Mathematics 115.

MATH 205. Mathematical Statistics I (1). Probability calculus for discrete and continuous probability distributions of one and several variables, including order statistics, combining and transforming random variables, and the use of moment-generating functions. Introduction to hypothesis testing. Offered even years, fall semester. Prerequisite: Mathematics 115.

MATH 270. Topics in Mathematics (.25 - 1). Selected aspects of mathematics reflecting the interests and experience of the instructor. May be repeated for credit if topic is different. Offered occasionally. Prerequisite: varies with topic.

MATH 275. Linear Algebra (1). Linear equations and matrices, abstract vector spaces and linear transformations, orthogonality, eigenvalues and eigenvectors. Emphasizes development of abstract thinking and a variety of applications of linear algebra in science and social science. (1S) Offered each semester. Prerequisite: Mathematics 115. Prerequisite or co-requisite: Mathematics 150.

MATH 290. Differential Equations (1). Solution methods for first-order differential equations, linear differential equations, power-series solutions, the Laplace transform, numerical methods, stability, applications. Offered odd years, spring semester. Prerequisite: Mathematics 115.

MATH 300. Mathematical Modeling (1). Construction and investigation of mathematical models of real-world phenomena, including team projects and use of computer packages as needed. Offered odd years, fall semester. Prerequisite: One unit of computer science and two mathematics courses numbered 275 or higher.

MATH 310. Mathematical Statistics II (1). Properties of point estimators, development of hypothesis tests by means of the generalized likelihood ratio, and inference using the normal and related distributions. One- and two-sample, goodness of fit, and distribution-free hypothesis tests. Inference for regression and analysis of variance. Offered odd years, spring semester. Prerequisite: Mathematics 205.

MATH 315. Abstract Algebra (1). Axiomatic treatment of selected algebraic structures including groups, rings, integral domains, and fields, with illustrative examples. Also includes elementary factorization theory. Offered each spring. Prerequisite: Mathematics 275.

MATH 335. Topology (1). Topological invariants of knots, classification of compact surfaces, structure of three-dimensional manifolds. Introduction to homotopy groups and abstract topological spaces. Offered odd years, spring semester. Prerequisite: Mathematics 275 or 208.

MATH 340. Real Analysis (1). The real numbers, metric concepts and continuity, differentiation and integration of real functions, infinite sequences and series of functions. Offered each fall. Prerequisite: Mathematics 208 or 275.

MATH 375. Complex Analysis (1). The complex plane, analytic functions, complex integration, Taylor and Laurent series, residues and poles, conformal mapping, applications. Offered even years, spring semester. Prerequisite: Mathematics 275.

MATH 380. Topics in Mathematics (.25 - 1). Selected topics in mathematics, reflecting the interests and experience of the instructor. May be repeated for credit if topic is different. Offered occasionally. Prerequisite: varies with topic.

MATH 383. Mathematics Colloquium (.25). Presentations by participants and faculty on selected topics. with occasional guest speakers. This version of the colloquium is geared towards mathematics minors. May be taken two times for credit if topic is different. Graded credit/no credit. Prerequisite: Mathematics 275.

MATH 385. Mathematics Colloquium (.5). Attendance required. Students select a faculty guide to assist them in learning to research a mathematical topic, prepare preliminary drafts of a paper, finalize the paper using Latex typesetting software, and then present the results of the paper to the class in a 50-minute talk. Class includes talks by students, some faculty, and often guest speakers. The course may be taken more than once. (CP) Offered each semester. Prerequisite: Mathematics 275, junior standing.

MATH 390. Special Project (.25 - 1). Individual guided investigations of topics or problems in mathematics. Since such investigation is important to the development of mathematical maturity, the department encourages each major to do at least one such project. Prerequisite: approval of the project by the department chair; sophomore standing.

MATH 395. Teaching Assistant (.5). Work with faculty in classroom instruction. Graded credit/no credit.

MATH 396. Teaching Assistant Research (.5). Course and curriculum development projects with faculty.

Media Studies

The media studies major brings together coursework in media production and theory, offering students a range of technical skills and theoretical tools that will help them become active producers and thoughtful consumers of media.

The major offers students an opportunity to produce original, creative work, and to gain practical experience through internships, entrepreneurship, and work experience. It also cultivates media literacy by requiring students to examine various media phenomena within the context of cultural, economic, political, and technological developments from around the globe.

Courses in media studies skirt the boundaries of sociology, anthropology, art, history, film studies, environmental studies, and political science, and offer opportunities to engage with a range of prominent critical traditions within the humanities, including postcolonial studies, critical race theory, feminist and gender studies.

Media Studies Faculty

- Joy Beckman
- Joe Bookman
- Christopher Fink
- Shawn Gillen
- Kosta Hadavas
- Cullyn Murphy
- Rick Rose
- Mats Rudels
- Gina T'ai
- George Williams

Media Studies Major (10 units)

1. Two units of introductory Media Studies:
 - a. Media Studies 100, 110 or 150.
 - b. Media Studies 125.
2. Two units of media production chosen from: Art 117, 125; English 228; Media Studies 155, 215, 225, 251, 300, 301; Performing and Applied Arts 260.
3. Three units of advanced Media Studies coursework:
 - a. One unit chosen from: Media Studies 250, 270, 271, 272, 350, 351, 370.
 - b. Two additional upper-level units chosen in consultation with a media studies advisor.

2. Two supporting units of media studies coursework chosen in consultation with a media studies advisor.
3. One unit capstone approved by a media studies advisor.
4. One media internship or applied experience in media (which may include creative projects completed over the summer), chosen in consultation with a media studies advisor.

Visual Studies Minor (6 units)

1. One unit of Media Studies 150.
2. One unit of Art, Media Studies 155, or Media Studies 251.
3. Three units of Art History or Media Studies 250. One of the three units may be substituted with a course from another department upon advisor's approval.
4. One unit of Media Studies 390, Art History 390, or PRAX 200: Special Project or Internship related to Visual Studies.
 - The Special Project or internship (90 hours) must include some form of public presentation such as a symposium presentation.
 - This requirement can be substituted with Media Studies 250, 350, or 370, if the student has completed a capstone class with a significant visual studies component.

Media Studies Courses

MDST 100. Introduction to Film Art (1). Exploring the work of filmmakers from around the globe, this introductory-level course examines the formal elements of filmmaking as well as the various forces—political, technological, cultural, and economic—that give rise to specific kinds of cinematic art. The course format combines lectures, discussions, student presentations, and film screenings. (5T) Offered each fall.

MDST 105. Public Speaking (1). This introductory course serves many purposes, including providing students with an understanding of the process of human communication in public situations. It also provides students with an appreciation for the complexity of the communication process, and at the same time, provides them with an understanding of the choices facing the public communicator. In addition to the theoretical framework, there is a practical component as well, since students will implement the knowledge they have gained as they present and evaluate public presentations throughout the course. (2A)

MDST 110. Concepts of Media: An Introduction to Media Theory (1). This course introduces students to core concepts, debates, and overarching theoretical concerns that are central to the field of media studies. It explores a range of topics including the complex relationship between mass media and democracy, the diverse ways in which people try to understand “popular culture,” concepts of ideology and political economy, the consequences of global media industry consolidation, issues of gender, race, sexuality, and media representation, and theories of technology as they relate to media. (5T) Offered each spring.

MDST 125. Introduction to Journalism (1). Basic techniques of reportage, from researching to writing to editing. Emphasis on writing for newspapers, though other print and broadcast media also will be examined. Written assignments may include news stories, book and movie reviews, interviews, human interest stories, feature articles, and editorials. (Also listed as Journalism 125.) (2A) Offered each fall.

MDST 150. Introduction to Visual Studies (1). Introduction to visual studies explores how images structure the world we inhabit by shaping how we perceive and consume various identities, as well as how we come to understand and occupy our built and natural environment. This course builds visual literacy skills through an examination of traditional forms such as paintings, sculpture, and architecture, and more popular and contemporary forms such as film and video. (5T)

MDST 155. Introduction to Nonfiction Video (1). This introductory-level course examines the art and practice of nonfiction video production, focusing specifically on the process of making documentaries. Students acquire basic audio and video production skills—videography, video editing, lighting, sound recording, and sound design—and will apply these skills in the creation of their own, original nonfiction video projects. Students will also examine some of the legal and ethical issues that directors of documentary typically

encounter, as well as some of the social and political roles that documentaries play within our society. (Also listed as Journalism 155.) (2A) Offered every other year.

MDST 166. Introduction to Computational Literary Analysis (1). Is it possible to count, or quantify, the qualitative features of writing, whether a poem, a newspaper article, or a novel? In this course students are introduced to the field of computational literary analysis as a subfield of the digital humanities. They learn how humanists use quantifiable data and metadata; and, they learn to formulate research problems and questions that lead to a computational approach to literary/textual analysis. Topics covered: the Google Ngram Viewer and Ngram Dataset, basic Python programming; and the functionality of the NLTK (Natural Language Toolkit) and SpaCy Python libraries. Prerequisites: none.

MDST 170. Introductory Topics in Media Studies (.25-1). This introductory course addresses a variety of media-related topics that are not taught as regular course offerings. Topics vary from semester to semester. May be repeated for credit if topic is different. The 2A and 5T domained versions of this course are, respectively, Media Studies 171 and 172. Prerequisites: none.

MDST 202. Theories of Contemporary Performance and Media (1). “Art happens when you intend it to happen. It happens when you leap with intention—The act is the point, more so now than ever,” says Anne Bogart. This course explores theories about the creative inspiration, the performative instinct, the creation of meaning, the artist’s relationship with the audience, the politics of performance, and the “rules” of narrative, spectacle, and performance. The goal is to examine the role of the performance artist in a postmodern world. Throughout the class, students explore interdisciplinary approaches to stretch the boundaries of their imagination. Those interested in media will gain insights to theories critical to understanding and critiquing media. (5T) (Also listed as Performing and Applied Arts 221.) Offered every fall. Prerequisite: sophomore standing and must have completed at least 2 theatre and dance courses, or consent of instructor. For media studies majors, sophomore standing is necessary.

MDST 215. Screenwriting for Narrative Film (1). Course Description: This course introduces students to the art and craft of screenwriting. Students will analyze the formal elements of screenplays and learn essential mechanics of writing for the screen. They also begin the process of writing their own original screenplay. Offered each spring. (Also listed as English 215.) Prerequisite: English 205 or Media Studies 100, and junior standing; or permission of instructor.

MDST 225. Magazine Feature Writing (1). A survey of writing modes associated with print journalism, with primary emphasis on magazine feature writing. Assignments may include profiles, personal essays, travel articles, interviews, biographies, reviews, satire, and extended feature articles with a research component. (2A) (Also listed as Journalism 225.) Offered each spring. Prerequisite: Journalism 125/Media Studies 125 is recommended.

MDST 229. Voice for Stage and Screen (1). Whether you plan to offer a play-by-play on air or want to be understood on the stage, this course increases your awareness and control of your own vocal life. Students learn techniques and exercises that facilitate vocal development and control. Voice for Stage and Screen introduces a variety of vocal training systems (Linklater, Berry, Houseman, and Skinner) to help students study their whole voice. This course covers: International Phonetic Alphabet, dialects, classical verse, character voices, Elevated Standard speech, vocal work with a microphone, and exercises that assist in gaining vocal control. (Also listed as Performing and Applied Arts 229.) Offered occasionally.

MDST 250. Topics in Visual Studies (.5, 1). This topical course offers students an opportunity to engage with questions in visual studies at an intermediate level through various disciplinary lenses including literary studies, art history, and film studies. Topics will vary from semester to semester. May be repeated for credit if topic is different. Offered every year.

MDST 251. The Video Essay (1). This course examines the video essay, an emerging form of digital art and academic discourse, which has lately come into its own as a powerful new mode of media expression. First and foremost, it explores ways in which the literary essay—a form that dates back centuries, if not millennia—has come to inform various cinematic and videographic impulses. It provides students an opportunity to develop skills as writers, video makers, and cultural critics. (2A) (Also listed as Journalism 251 and English 224.) Offered every other year.

MDST 263. Nightmare Japan in Translation (1). In Japan, since the late 19th century, the rapid changes associated with post-Meiji modernization have been, at least on some level, linked to the anxiety and alienation of the modern individual. As focus shifted from the rural to the urban, from the family and village to the individual, and from the domestic to the international, expressions of the unease people felt about the rapidity and acuteness of these changes proliferated. Starting with Japanese fiction produced by early 20th-century writers and continuing into the present, this course looks at how popular fiction and film in Japan have portrayed the “horror” of the modern. Taking up both conventional horror films/stories as well as seemingly innocuous tales that depict the horror of everyday life, students focus their discussions on how issues—such as the breakdown in traditional family structures, dislocation from traditional homes (*furusato*), environmental degradation, and increased racial inequality and poverty—that have coincided with Japan’s emergence as a world leader are depicted in fiction and popular culture and consider how these fictional representations simultaneously envision, verbalize, and confront various societal ills. Taught in English. (5T). Prerequisites: none. Also listed as Japanese 263.

MDST 264. History and Popular Culture in Japan in Translation (1). Popular representations of the past are everywhere in Japan, from cell phone charms, to manga, to television dramas, to video games, to young women dressed as their favorite historical figures hanging out in the hip Harajuku district. But, how does this cycle of production and consumption influence the way well-known stories are told? And, how does this mass revisiting of the past impact the way people think about history and what it means to be Japanese? Looking at the intersections of Japanese history and popular culture, this course seeks to answer these questions. By analyzing 20th- and 21st-century popular fiction and film as well as popular culture in Japan, students consider how and why constantly changing narratives of the past can impact the present. (5T). Prerequisites: none. Also listed as History 284 and Japanese 264.

MDST 270. Intermediate Topics in Media Studies (.25-1). This intermediate course addresses a variety of media-related topics that are not taught as regular course offerings. Topics will vary from semester to semester. May be repeated for credit if topic is different. Offered every year. The 5T and 2A dominated versions of this course are, respectively, Media Studies 271 and 272.

MDST 276. Multidisciplinary Arts and Media Collaboration (.25 - 1). This topics course leads students through exploratory performance and installation projects. Students who identify with any creative practice (such as vocalists, instrumentalists, sound artists, poets, visual artists, multimedia artists, choreographers, programmers, etc.) share a collaborative environment in which they perform installations and pieces created together. The course may include weekly readings on devised performance, community development, and collaboration and/or work through structured exercises and improvisations to develop a group-specific creative language. The course culminates in a final public presentation of the collaborative creative work. All media styles and levels of experience are welcome. Students may repeat this course up to a total of 2 units of credit. (2A) (Also listed as Art 176 and Performing and Applied Arts 276.)

MDST 300. Introductory Practicum in Broadcast Television (1). The first course in a two-part practicum experience, this class offers students an opportunity to help run the community access television station that operates out of CELEB. Students will learn the basic technical skills required to produce and broadcast community access television, and will assist in the production of various local programs. (2A) Offered every semester.

MDST 301. Advanced Practicum in Broadcast Television (1). The second course in a two-part practicum experience, this class offers students an opportunity to help run the community access television station that operates out of CELEB. Students learn the basic technical skills required to produce and broadcast community access television, and assist in the production of various local programs. (2A) Offered every semester. Prerequisite: Media Studies 300.

MDST 350. Media and the Anthropocene (1). Many scientists and researchers across the globe now agree that the Anthropocene—the word proposed to describe a new geological epoch defined by the earth-shaping consequences of human activity—has arrived. This course explores the media landscape of the Anthropocene, focusing on various ways in which filmmakers, podcasters, and other digital storytellers are attempting to make sense of the challenges that humans face during this moment of profound geological and ecological change. In addition to examining the work of others, students are required to produce their own digital media projects, using a variety of audio, video, and web-based production tools. (2A) (Also listed

as Environmental Studies 260 and Journalism 350.) Offered every other year. Prerequisite: junior or senior standing or permission of instructor.

MDST 351. Directing Fiction Film (1). This course explores the craft of narrative fiction filmmaking. Through a series of technical exercises and creative assignments, students cultivate their skills as writers and directors, and develop the skills required to plan and execute a film project through various stages of production. (2A) Offered every other year. Prerequisite: introductory-level media studies production course or permission of instructor.

MDST 370. Advanced Topics in Media Studies (1). This advanced course, designed as a capstone experience for media studies majors, addresses a variety of media-related topics that are not taught as regular course offerings. Topics will vary from semester to semester. May be repeated for credit if topic is different. (CP) Offered every year.

MDST 390. Special Project (.25 - 1). Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Prerequisite: sophomore standing or consent of instructor.

MDST 395. Teaching Assistant (.5). Work with faculty in classroom instruction. Graded credit/no credit.

Medieval Studies

The minor in medieval studies offers students the opportunity to acquire an understanding of the historical, cultural, and social forces that shaped Western civilization during the Middle Ages. Its primary goal is to foster a holistic appreciation of European culture in the period between the end of antiquity and the rise of the early modern nationstates.

The culture of the Middle Ages continues to captivate the modern imagination, and opportunities for original, creative, and multi-disciplinary research abound, even at the undergraduate level. In addition, the evolution of the mental, physical, ecclesiastical, and political “maps” of Europe in this period stretches our understanding of cultural identity and expands our perspective of how such identity was constituted in the pre-national, pre-modern era. The study of this historical period is not limited to events and developments in European history alone—we encourage students to explore ways that medieval Europeans came into contact with other cultures and how people of various religious perspectives negotiated their spiritual and political boundaries.

Medieval studies is inherently interdisciplinary because the texts, cultures, and languages it encompasses are not represented by any single department or field of study. The divisions of academic fields as we know them today do not appropriately define or describe this period of history when the border between history and literature was indistinct and when music and the visual arts more often served ideological, rather than purely aesthetic, social, and personal functions.

An interdisciplinary minor focused on medieval studies is an especially fitting way to help students approach the rich diversity of cultures and languages encompassed by medieval civilization and to explore the decisive impact that such multiplicity had on modern Western culture. In addition, it provides a fruitful counterpoint to the conventional study of languages and civilizations oriented according to modern cultural and linguistic divisions. This minor serves to introduce students to a range of disciplinary and interdisciplinary approaches to the past in order to enhance their understanding of how knowledge is organized today.

The minor’s curricular contribution is two-fold: First, to give undergraduate students who have an interest in medieval studies the benefit of advising about available courses and resources both on- and off-campus; second, to allow those undergraduates who complete substantial work in medieval studies to enhance their applications to graduate programs (in part by ensuring that they will have embarked on the requisite language study).

Medieval Studies Faculty

- Joseph P. Derosier
- Kosta Hadavas
- Ellen E. Joyce

Medieval Studies Minor (6 units)

Courses marked with an asterisk (*) may count toward the minor only when the topic is appropriate.

1. Interdisciplinary Studies 217/History 223. Offered every year, this course serves as the core course for the minor.
2. Three (or 4) of the courses listed below in art history, history, literature, and philosophy, of which 1 must be numbered 300 or above and which must include at least two different subject designators. (Students may, in consultation with the medieval studies advisor, design a special project that would substitute for a 300-level course.): Art History 250*; English 251*; History 150*, 210*, 264, 310; Greek, Latin, and Ancient Mediterranean Studies 243; Spanish 320*. Courses marked with an asterisk may count toward the minor only when the topic is appropriate. Other courses may substitute for electives with the consent of the medieval studies advisor. Our definition of the medieval period is deliberately broad, and courses in either late antiquity or the early modern era will be counted toward the minor if a student successfully establishes their relevance to his or her overall program of study.
3. Capstone experience: students are encouraged to undertake special projects or independent studies to explore areas of particular interest and to present such work as capstone experiences when appropriate.
4. Two semesters of Latin (Greek, Latin, and Ancient Mediterranean Studies 140, 141, or more advanced work) or one semester of a relevant non-English language at the intermediate level (French 210, Spanish 210, or other languages by approval). Proof of language proficiency may be accepted as a substitute.
 - Note: Latin is fundamental for advanced work in medieval studies and therefore given priority. Other modern European languages are also expected for graduate work in the field.
5. International and experiential work: up to 2 units of off-campus coursework may be accepted for the minor. Students are strongly encouraged to include a semester of study abroad in their plan of study. The following programs are particularly appropriate: Galway, Ireland; Rennes, France; Erfurt, Germany; Glasgow, Scotland; Florence, Italy. Students are also strongly encouraged to investigate the ACM's domestic off-campus Newberry Library Program in the Humanities, as well as the shorter (block-length) courses that are occasionally offered on appropriate topics.

Medieval Studies Courses

Courses for this program come from many departments and programs.

Modern Languages & Literatures

The department prepares its students to thrive in a diverse world through the study of one or more languages (French, Japanese, and Spanish) and the cultural, social, philosophical, and/or historical contexts in which these languages are situated. By acquiring the four basic linguistic skills—listening, speaking, reading, and writing—students develop intercultural competency through thoughtful engagement with literary and other cultural texts.

The department encourages its students to put their language learning and cultural understanding into practice both locally and while studying abroad, where students volunteer, complete internships, and pursue independent research projects through its unique Cities in Transition courses.

Modern Languages & Literatures Faculty

- Gabriela Cerghedean
- Joseph P. Derosier
- Susan Westhafer Furukawa
- Sylvia López
- Akiko Ogino
- Olga Ogurtsova
- Donna Oliver
- Amy L. Tibbitts

- Daniel Michael Youd

French and Francophone Studies Major (12-14 units)

Students who begin the major with French 100 will construct a major program in consultation with their advisor; this program will not exceed 11 units within the department nor more than 14 units total.

1. Eight departmental units (100-level and above), including French 210 and 215.
2. Supporting courses (4 units). Choose one of the three options available:
 - a. Four courses chosen from appropriate offerings in anthropology (especially Anthropology 100), media studies, history; English, philosophy, or political science. A course in Chinese, Japanese, or Spanish literature is recommended.
 - b. Students with double majors may use required courses in the other majors to count as supporting courses toward a major in French.
 - c. Students may submit a proposal to the major advisor for an individual plan of courses for meeting the requirement of 4 supporting courses.
3. Majors normally spend one semester in a country in which French is the common idiom. With the consent of the advisor, some courses completed abroad may be used to count toward the major.
4. Majors are encouraged to live at least one semester in the French House.
5. Writing/communication: Courses in modern foreign languages offer students opportunities to become competent in four language skills—speaking, listening, reading, and writing. All four linguistic areas are important. The department of modern languages and literatures meets the college’s writing requirement by having students move from structured writing that reinforces the material learned in language classes—grammar points and vocabulary—to less guided writing in advanced classes where students use language creatively to analyze, describe, narrate, synthesize, persuade, etc.

Japanese Language and Culture Major (12.5 units)

1. Nine departmental units:
 - a. Six units of Japanese language taken from the following: 105, 110, 115, 200, 205, 215, 220, 225.
 - b. Japanese 230.
 - c. Two units of Asian literature or culture in translation: 260, 262, 263, or 264. A student may fulfill 1 of these credits with a Chinese literature or culture course: Chinese 280.
2. Three supporting courses:
 - a. One unit of introductory Japanese history: History 210.
 - b. Two other supporting courses, 1 of which must be chosen from the following group of courses that focus on Japan: Anthropology 375*; Art History 250*; History 150*, 210*, 310*; Interdisciplinary Studies 288*; Political Science 295*; or any one-time offering or topics course that deals primarily with Japan.
 - Courses with asterisks only apply if Japan is covered.
 - c. One of the supporting courses may be chosen from the following group of courses that focus on East Asia: Anthropology 375*; Art History 250*; History 150*, 210*, 294, 310*; Philosophy 250; Political Science 295*, 330*, 386; Religious Studies 240, 250*; or any one-time offering or topics course that deals primarily with East Asia.
 - Courses with asterisks only apply if East Asia is covered.
 - Double majors are encouraged, and in such cases required courses in other majors that have Japanese or East Asian content are acceptable as supporting courses toward a major in Japanese.
 - Note: Students are strongly encouraged to take at least 1 supporting course that deals primarily with modern Japan. Courses taken in a study abroad program may substitute for required classes, with the approval of the advisor.

3. Asian Studies 351 (.5 unit).
4. Majors are strongly urged to spend at least one semester abroad at Akita International University, Kansai Gaidai University, or Rikkyo University. With the consent of the advisor, some courses completed abroad may be used toward the major.
5. Students may also apply credit earned through Beloit College's Center for Language Studies toward their six units of Japanese language required for the major.
6. Majors are strongly encouraged to live for at least one semester in Japan House.
7. Native speakers of Japanese may not major in Japanese; however, they may receive credit as teaching assistants.
8. Writing/communication: Courses in modern foreign languages offer students opportunities to become competent in four language skills—speaking, listening, reading, and writing. All four linguistic areas are important. The department of modern languages and literatures meets the college's writing requirement by having students move from structured writing that reinforces the material learned in language classes—grammar points and vocabulary—to less guided writing in advanced classes where students use language creatively to analyze, describe, narrate, synthesize, persuade, etc.

Spanish Language and Culture Major (13 units)

Students who begin the major with Spanish 100 will construct a major program in consultation with their advisor; this program will not require more than 10 units within the department nor more than 15 units total.

1. Nine departmental units (above 100). No more than two courses in translation may count toward the major:
 - a. Spanish 105 or 107, 110, 210 or 214, 215, 240.
 - b. Three units from 230, 251, 270, 271, 280, 282, 283, 295.
 - c. One unit of Spanish 320, 321.
 - d. Additional Spanish units to add to 9 units.
2. Supporting courses (4 units). Choose one of the three options available:
 - a. Choose 4 courses from English 190, 261; Education and Youth Studies EDYS 276 (Bilingual Education); Political Science 272. An elementary knowledge of Latin is encouraged.
 - b. Use 4 courses from a second major toward a major in Spanish.
 - c. Submit a proposal to the major advisor for an individual plan of courses for meeting the requirement of 4 supporting courses.
3. Majors normally study at least one semester abroad in a Spanish-speaking country. With prior consent of the advisor, some courses completed abroad may be used to count toward the major.
4. Majors are encouraged to live at least one semester in the Spanish House.
5. Writing/communication: Courses in modern foreign languages offer students opportunities to become competent in four language skills—speaking, listening, reading, and writing. All four linguistic areas are important. The department of modern languages and literatures meets the college's writing requirement by having students move from structured writing that reinforces the material learned in language classes—grammar points and vocabulary—to less guided writing in advanced classes where students use language creatively to analyze, describe, narrate, synthesize, persuade, etc.

French and Francophone Studies Minor (6 units)

1. Six departmental units in French at the 100 level or above.
2. With the pre-approval of the department, students may apply 2 units of language credit earned while studying abroad toward the minor.
3. No more than 2 units of college transfer credit may apply toward the minor.
4. At least 4 of the units counted toward the minor must be taken at Beloit College. Exceptions must be approved by the department.

5. With the pre-approval of the department, students may count 2 units of literature in translation toward the minor.

Japanese Minor (6 units)

1. Six departmental units in Japanese at the 105 level or above.
2. With the pre-approval of the department, students may apply 2 units of language credit earned while studying abroad toward the minor.
3. No more than 2 units of college transfer credit may apply toward the minor.
4. At least 4 of the language units counted toward the minor must be taken at Beloit College. Exceptions must be approved by the department.
5. With the pre-approval of the department, students may count 1 unit of literature in translation toward the minor.

Spanish Minor (6 units)

1. Six departmental units in Spanish at the 100 level or above. (Limited to one course in translation.)
2. With the pre-approval of the department, students may apply 2 units of language credit earned while studying abroad toward the minor.
3. No more than 2 units of college transfer credit may apply toward the minor.
4. At least 4 of the language units counted toward the minor must be taken at Beloit College. Exceptions must be approved by the department.
5. With the pre-approval of the department, students may count 1 unit of literature in translation toward the minor.

Modern Languages & Literatures Courses

CHIN 100. First-Year Chinese I (1). This beginning course offers an introduction to Mandarin. Class sessions stress the acquisition of basic skills: listening, speaking, reading, and writing. Approximately 600 traditional characters are introduced, more than 1,000 combined words and phrases, and basic grammatical structures in Mandarin. (1S) Offered every other year.

CHIN 105. First-Year Chinese II (1). This beginning course offers an introduction to Mandarin. Class sessions stress the acquisition of basic skills: listening, speaking, reading, and writing. Approximately 600 traditional characters are introduced, more than 1,000 combined words and phrases, and basic grammatical structures in Mandarin. (1S) Offered every other year. Prerequisite: Chinese 100. AFTER ON-LINE REGISTRATION CLOSES, MODERN LANGUAGES FACULTY REVIEW ALL LANGUAGE COURSE ENROLLMENTS TO DETERMINE WHETHER OR NOT A STUDENT HAS ENROLLED IN THE RECOMMENDED PLACEMENT LEVEL. IF NOT, THE STUDENT WILL BE CONTACTED BY THE DEPARTMENT TO DETERMINE WHETHER A DROP OR REGISTRATION IN ANOTHER LANGUAGE COURSE IS APPROPRIATE.

CHIN 110. Second-Year Chinese I (1). Through aural, oral, and compositional exercises and reading selections, these courses build upon prior competencies. After a review of basic grammatical structures and characters, students add more traditional and simplified characters to sharpen reading, writing, listening, and speaking skills. This course aims to transfer the knowledge students gained from the character-pattern approach at the beginning level to work with original Chinese texts at the advanced level. (1S) Offered occasionally. Prerequisite: Chinese 105 or equivalent. AFTER ON-LINE REGISTRATION CLOSES, MODERN LANGUAGES FACULTY REVIEW ALL LANGUAGE COURSE ENROLLMENTS TO DETERMINE WHETHER OR NOT A STUDENT HAS ENROLLED IN THE RECOMMENDED PLACEMENT LEVEL. IF NOT, THE STUDENT WILL BE CONTACTED BY THE DEPARTMENT TO DETERMINE WHETHER A DROP OR REGISTRATION IN ANOTHER LANGUAGE COURSE IS APPROPRIATE.

CHIN 115. Second-Year Chinese II (1). Through aural, oral, and compositional exercises and reading selections, these courses build upon prior competencies. After a review of basic grammatical structures and characters, students add more traditional and simplified characters to sharpen reading, writing, listening, and speaking skills. This course aims to transfer the knowledge students gained from the character-pattern approach at the beginning level to work with original Chinese texts at the advanced level. (1S) Offered occasionally. Prerequisite: Chinese 110. AFTER ON-LINE REGISTRATION CLOSES, MODERN LANGUAGES FACULTY REVIEW ALL LANGUAGE COURSE ENROLLMENTS TO DETERMINE WHETHER OR NOT A STUDENT HAS ENROLLED IN THE RECOMMENDED PLACEMENT LEVEL. IF NOT, THE STUDENT WILL BE CONTACTED BY THE DEPARTMENT TO DETERMINE WHETHER A DROP OR REGISTRATION IN ANOTHER LANGUAGE COURSE IS APPROPRIATE.

CHIN 280. Chinese Literature: Historical Genres and Modes (.5, 1). In this course, students investigate the themes and formal properties of particular genres of Chinese literature. An emphasis is placed on situating literary works in their cultural and historical contexts. Possible topics include: contemporary fiction, modern drama, traditional poetry and poetics, traditional drama, and classical tales. May be repeated for credit if topic is different. Taught in English. (5T)

CHIN 390. Special Project (.25 - 1). Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Prerequisite: sophomore standing.

CHIN 395. Teaching Assistant (.5). Work with faculty in classroom instruction. Graded credit/no credit.

FREN 100. Elementary French I (1). Essentials of French grammar. Composition, conversation, and oral practice. Reading of French prose. Four hours of classroom instruction and recitation and two hours of independent preparation for each classroom hour, including laboratory-type exercises, are required. Students are graded, in part, on their command of oral use of French. (1S) Offered each year. AFTER ON-LINE REGISTRATION CLOSES, MODERN LANGUAGES FACULTY REVIEW ALL LANGUAGE COURSE ENROLLMENTS TO DETERMINE WHETHER OR NOT A STUDENT HAS ENROLLED IN THE RECOMMENDED PLACEMENT LEVEL. IF NOT, THE STUDENT WILL BE CONTACTED BY THE DEPARTMENT TO DETERMINE WHETHER A DROP OR REGISTRATION IN ANOTHER LANGUAGE COURSE IS APPROPRIATE.

FREN 105. Elementary French II (1). Essentials of French grammar. Composition, conversation, and oral practice. Reading of French prose. Four hours of classroom instruction and recitation and two hours of independent preparation for each classroom hour, including laboratory-type exercises, are required. Students are graded, in part, on their command of oral use of French. (1S) Offered each year. Prerequisite: French 100. AFTER ON-LINE REGISTRATION CLOSES, MODERN LANGUAGES FACULTY REVIEW ALL LANGUAGE COURSE ENROLLMENTS TO DETERMINE WHETHER OR NOT A STUDENT HAS ENROLLED IN THE RECOMMENDED PLACEMENT LEVEL. IF NOT, THE STUDENT WILL BE CONTACTED BY THE DEPARTMENT TO DETERMINE WHETHER A DROP OR REGISTRATION IN ANOTHER LANGUAGE COURSE IS APPROPRIATE.

FREN 110. French in the Francophone World (1). This course continues to develop oral comprehension, speaking, reading, and writing skills in French through readings and discussions of cultural materials from France and other Francophone countries. These include literary texts, media, and other forms of expression on contemporary issues. It offers an intensive review of the fundamentals of French grammar with the goal of increasing vocabulary, grammatical precision and the four linguistic skills: listening comprehension, speaking, reading, and writing French. (1S) Prerequisite: French 105 or equivalent. AFTER ON-LINE REGISTRATION CLOSES, MODERN LANGUAGES FACULTY REVIEW ALL LANGUAGE COURSE ENROLLMENTS TO DETERMINE WHETHER OR NOT A STUDENT HAS ENROLLED IN THE RECOMMENDED PLACEMENT LEVEL. IF NOT, THE STUDENT WILL BE CONTACTED BY THE DEPARTMENT TO DETERMINE WHETHER A DROP OR REGISTRATION IN ANOTHER LANGUAGE COURSE IS APPROPRIATE.

FREN 190. The Quest: In Search of Identity, Memory, and Place (1). The idea of the Quest has captivated writers, readers, filmmakers, and moviegoers for millennia. What is it that we seek in these quests? Why does this idea of finding oneself and meaning resonate across literary fiction, fanfiction, and film? At first glance these texts seem to be about finding oneself, and yet that self is always in a particular cultural and social context. In this course students explore the different ways that the Quest helps them understand who they are, who they want to be, and to re-think how the Quest can be used to foster inclusion and/or exclusion.

Students analyze the origins of these stories and explore the consequences of them being used to imagine who is — and is not — part of our communities. In a final creative project, students imagine their own quest. Taught in English. (5T)

FREN 210. Francophone Culture Through Film, Media, and Art (1). Using a content-based approach, this course is organized around a theme or themes determined by the instructor. It offers an intensive review of the fundamentals of French grammar with the goal of increasing vocabulary, grammatical precision and the four linguistic skills: listening comprehension, speaking, reading, and writing in French. Students focus on Francophone cultures through film, media, and art. Readings reflect the many cultures of the Francophone world. (1S) Offered each semester. Prerequisite: French 105 or equivalent. AFTER ON-LINE REGISTRATION CLOSES, MODERN LANGUAGES FACULTY REVIEW ALL LANGUAGE COURSE ENROLLMENTS TO DETERMINE WHETHER OR NOT A STUDENT HAS ENROLLED IN THE RECOMMENDED PLACEMENT LEVEL. IF NOT, THE STUDENT WILL BE CONTACTED BY THE DEPARTMENT TO DETERMINE WHETHER A DROP OR REGISTRATION IN ANOTHER LANGUAGE COURSE IS APPROPRIATE.

FREN 215. Advanced French Language and Ecocriticism: Vivre vert (1). This is an advanced language and composition course with a twist: the course focuses on environmental writing, activism, and culture in French and Francophone literature, culture, media, and film. Students revise and perfect grammar and composition through exploring the zero waste movement spearheaded by Zero Waste France and the governmental projects to reduce waste. As students work through media, literature, film, government documents, and public-facing educational projects, they move toward final projects to draft a proposal and create presentations to make Beloit “plus vert” (“more green”). This course covers complex grammar points, oral expression, vocabulary building, and writing for diverse audiences. It particularly emphasizes written expression through structured writing assignments, in order to build confidence in communication skills, productive collaboration, and the ability to address, respond to, and solve local problems. Required of all majors. (1S) (Also listed as ENV5 215.) Prerequisite: French 210 or equivalent. AFTER ON-LINE REGISTRATION CLOSES, MODERN LANGUAGES FACULTY REVIEW ALL LANGUAGE COURSE ENROLLMENTS TO DETERMINE WHETHER OR NOT A STUDENT HAS ENROLLED IN THE RECOMMENDED PLACEMENT LEVEL. IF NOT, THE STUDENT WILL BE CONTACTED BY THE DEPARTMENT TO DETERMINE WHETHER A DROP OR REGISTRATION IN ANOTHER LANGUAGE COURSE IS APPROPRIATE.

FREN 240. Literary and Cultural Approaches to the Francophone World (1). A genre-based approach to reading and writing about the literature and cultures of the Francophone world, students develop analytical and critical-thinking skills through readings, discussions, and written and oral assignments. Works are selected for all periods from France and the Francophone world. Genres may include prose, drama, poetry, graphic novels, films, and new media (podcasts, music, blogs, etc.). May be repeated for credit if topic is different. (5T) Prerequisite: French 215 or consent of instructor.

FREN 250. Comparative Studies in Early Francophone Literature in Translation (1). This course introduces students to vernacular texts from the pre-modern Francophone world, focusing on how French texts that were produced in England are an integral part of French and English literary canons. Texts may include epics, chronicles, romances, lays (short narratives), saints’ lives, and theoretical texts from the High Middle Ages to the Early Modern period, focusing on the role of texts written in French within but especially beyond the Kingdom of France. Students analyze the production of medieval identity in medieval Europe through legendary tales and explore how human, animal, and allegorical figures get used to imagine worlds, frame identity, and think of community. Lastly, students explore how medieval French texts fit into the broader English literary tradition. May be repeated for credit if topic is different. Texts are read in English. Prerequisites: English 190, French 190/240, or permission of instructor.

FREN 260. Comparative Studies in Modern and Contemporary Francophone Literature and Film in Translation (1). This course introduces students to texts in translation from the Francophone world, focusing on how French is used in mainland France, in francophone countries around the globe, and/or in the francophone diaspora. Students explore issues of identity, language, gender, race, and sexual identity through literature, media, films, documentaries, and/or artistic expression to think about postcolonial subjectivity, identity, social movements, politics, and migration. May be repeated for credit if topic is different. Texts are read in English. (5T) No prerequisites.

FREN 290. Filmic Expressions of the Francophone World in Translation (1). This course examines Francophone cultures through film. It may center on films of particular directors, regions, and/or themes to provide cultural appreciation and understanding of the Francophone world and filmmaking. (5T) Prerequisite: French 240 or consent of instructor.

FREN 360. French Literary Seminar (.25-1). Special areas of literature, media, art, and/or culture based on the particular interests and background of the instructor. Topics may focus on a single author, artist, director or text, literary theories, cultural or political movements, or on a particular theme. May be repeated for credit if topic is different. (5T) Prerequisite: French 240 or consent of the instructor.

FREN 381. Senior Thesis (.5-1). Independent research by a superior student under faculty supervision. (CP) Prerequisite: By invitation.

FREN 390. Special Project (.25 - 1). Prerequisite: sophomore standing.

FREN 395. Teaching Assistant (.5). Work with faculty in classroom instruction. Graded credit/no credit.

FREN 396. Teaching Assistant Research (.5). Course and curriculum development projects with faculty.

JAPN 100. First-Year Japanese I (1). Provides a foundation in basic Japanese. Students learn most of the basic Japanese grammatical patterns, the two phonetic alphabets, Hiragana and Katakana, as well as approximately 100 Chinese characters (Kanji). Instruction and training in listening, speaking, reading, and writing. (1S) Offered each year.

JAPN 105. First-Year Japanese II (1). Covers the second half of first-year Japanese. Students learn most of the basic Japanese grammar patterns and vocabulary, as well as Kanji (Chinese) characters. Instruction and training in listening, speaking, reading, and writing. (1S) Offered each year. Prerequisite: Japanese 100 or consent of instructor. AFTER ON-LINE REGISTRATION CLOSES, MODERN LANGUAGES FACULTY REVIEW ALL LANGUAGE COURSE ENROLLMENTS TO DETERMINE WHETHER OR NOT A STUDENT HAS ENROLLED IN THE RECOMMENDED PLACEMENT LEVEL. IF NOT, THE STUDENT WILL BE CONTACTED BY THE DEPARTMENT TO DETERMINE WHETHER A DROP OR REGISTRATION IN ANOTHER LANGUAGE COURSE IS APPROPRIATE.

JAPN 110. Second-Year Japanese I (1). A thorough review of the basic patterns of Japanese. Continue work with Kanji. Classes taught in Japanese to stress training in listening comprehension, speaking, and composition. (1S) Offered each year. Prerequisite: Japanese 105 or consent of instructor. AFTER ON-LINE REGISTRATION CLOSES, MODERN LANGUAGES FACULTY REVIEW ALL LANGUAGE COURSE ENROLLMENTS TO DETERMINE WHETHER OR NOT A STUDENT HAS ENROLLED IN THE RECOMMENDED PLACEMENT LEVEL. IF NOT, THE STUDENT WILL BE CONTACTED BY THE DEPARTMENT TO DETERMINE WHETHER A DROP OR REGISTRATION IN ANOTHER LANGUAGE COURSE IS APPROPRIATE.

JAPN 115. Second-Year Japanese II (1). A thorough review of the basic patterns of Japanese. Continue work with Kanji. Classes taught in Japanese to stress training in listening comprehension, speaking, and composition. (1S) Offered each year. Prerequisite: Japanese 110 or consent of instructor. AFTER ON-LINE REGISTRATION CLOSES, MODERN LANGUAGES FACULTY REVIEW ALL LANGUAGE COURSE ENROLLMENTS TO DETERMINE WHETHER OR NOT A STUDENT HAS ENROLLED IN THE RECOMMENDED PLACEMENT LEVEL. IF NOT, THE STUDENT WILL BE CONTACTED BY THE DEPARTMENT TO DETERMINE WHETHER A DROP OR REGISTRATION IN ANOTHER LANGUAGE COURSE IS APPROPRIATE.

JAPN 200. Third-Year Japanese I (1). These courses aim to expand students' basic skills in the Japanese language and deepen their knowledge of Japanese culture. New speech styles and new Kanji are introduced. Students will read simple essays and write short compositions. Classes will be taught in Japanese. (1S) Prerequisite: Japanese 115 or consent of instructor. AFTER ON-LINE REGISTRATION CLOSES, MODERN LANGUAGES FACULTY REVIEW ALL LANGUAGE COURSE ENROLLMENTS TO DETERMINE WHETHER OR NOT A STUDENT HAS ENROLLED IN THE RECOMMENDED PLACEMENT LEVEL. IF NOT, THE STUDENT WILL BE CONTACTED BY THE DEPARTMENT TO DETERMINE WHETHER A DROP OR REGISTRATION IN ANOTHER LANGUAGE COURSE IS APPROPRIATE.

JAPN 205. Third-Year Japanese II (1). These courses aim to expand students' basic skills in the Japanese language and deepen their knowledge of Japanese culture. New speech styles and new Kanji are introduced. Students will read simple essays and write short compositions. Classes will be taught in Japanese. (1S) Prerequisite: Japanese 200 or consent of instructor. AFTER ON-LINE REGISTRATION CLOSES, MODERN LANGUAGES FACULTY REVIEW ALL LANGUAGE COURSE ENROLLMENTS TO DETERMINE WHETHER OR NOT A STUDENT HAS ENROLLED IN THE RECOMMENDED PLACEMENT LEVEL. IF NOT, THE STUDENT WILL BE CONTACTED BY THE DEPARTMENT TO DETERMINE WHETHER A DROP OR REGISTRATION IN ANOTHER LANGUAGE COURSE IS APPROPRIATE.

JAPN 215. Advanced Japanese Language and Composition (1). This course develops advanced skills in both spoken and written Japanese. Sophisticated writing skills are cultivated through frequent composition assignments. Student presentations and class discussions train students to express complex thoughts orally in Japanese. Reading materials cover a wide range of cultural and social issues. In addition, a variety of materials, such as TV programs, newspapers, audio recordings, videos, and Internet resources are used. The course is conducted almost exclusively in Japanese. Prerequisite: Japanese 205.

JAPN 225. Topics in Business Japanese (1). A seminar course involving an examination of significant aspects of higher-level Japanese communication skills necessary for success in the business world. This course covers formal Japanese language and manners for business, speaking techniques for job interviews, rapid reading skills, and preparation for the Japanese language proficiency test. Students read authentic Japanese language materials, study relevant Japanese language websites and videos; and write papers and give presentations in Japanese. (1S) Prerequisite: Japanese 205. AFTER ON-LINE REGISTRATION CLOSES, MODERN LANGUAGES FACULTY REVIEW ALL LANGUAGE COURSE ENROLLMENTS TO DETERMINE WHETHER OR NOT A STUDENT HAS ENROLLED IN THE RECOMMENDED PLACEMENT LEVEL. IF NOT, THE STUDENT WILL BE CONTACTED BY THE DEPARTMENT TO DETERMINE WHETHER A DROP OR REGISTRATION IN ANOTHER LANGUAGE COURSE IS APPROPRIATE.

JAPN 230. Readings in Japanese Literature (1). A seminar course involving intensive textual analysis in Japanese of selected works of both classical and modern Japanese literature. Topics may focus on a single author or text, or on a particular theme, such as text and image, constructions of gender, history of Japanese poetry, postmodern Japan. May be repeated for credit if topic is different. (5T) Prerequisite: Japanese 205. AFTER ON-LINE REGISTRATION CLOSES, MODERN LANGUAGES FACULTY REVIEW ALL LANGUAGE COURSE ENROLLMENTS TO DETERMINE WHETHER OR NOT A STUDENT HAS ENROLLED IN THE RECOMMENDED PLACEMENT LEVEL. IF NOT, THE STUDENT WILL BE CONTACTED BY THE DEPARTMENT TO DETERMINE WHETHER A DROP OR REGISTRATION IN ANOTHER LANGUAGE COURSE IS APPROPRIATE.

JAPN 235. Contemporary Japanese Literature (1). This course is designed to facilitate students' transition from the world of textbook Japanese, packaged and designed for presentation to the non-native speaker, to the world of written Japanese as it is published and disseminated in Japan. Through reading, translating, and discussing contemporary Japanese fiction in the form of contemporary poems, short stories, and manga, this course helps students merge their study of Japanese culture and society with their study of language. The ultimate goal of this course is to produce independent readers who have the confidence to tackle any text as it is discussed and written about in Japan. (5T). Prerequisites: Japanese 200.

JAPN 237. Narratives of War and Peace in Japan (1). Through reading and discussing historical texts, museum websites, online articles about the museums, pamphlets, and museum publications and discussing the way these materials portray certain aspects of Japan's wartime past, this course helps students merge their study of Japanese culture and society with their study of language. Along the way, they analyze the intersection of national and personal identity and learn to develop and pursue research questions related to the study of war memory in Japan. This is not a language course but a course in which students use Japanese as the primary research language; to that end, the course runs like an advanced seminar during which students read and speak in Japanese but create a final project (an exhibit) primarily in English. The ultimate goal of this course is to produce independent reader-researchers who have the confidence to tackle any text as it is discussed and written about in Japan and who can present their findings to the larger community in meaningful ways. (5T). Prerequisite: Japanese 200.

JAPN 260. Topics in Japanese Literature and Culture in Translation (1). A seminar course involving intensive textual analysis of particular topics in Japanese literature. Topics may center on a single theme, author, genre, or literary period. Possible genres, themes, and authors include: gothic literature, America in Japanese literature, modern literature, Kawabata, Natsume, Mishima, and Tanizaki. May be repeated for credit if topic is different. Taught in English. (5T)

JAPN 262. Japanese Women Writers in Translation (1). Despite their sometimes tenuous social status, Japanese women have played an important role in the production and consumption of Japanese culture both inside and outside the home. This course introduces translated works of literature written by Japanese women in the nineteenth, twentieth, and twenty-first centuries, addressing questions of women's roles and gender issues in Japanese society. Tracing the history of women's writing in Japan by introducing students to a wide range of writers, reading audiences, and texts, demonstrates how developments in women's literacy, media, politics, and the economy affected what women could read and write. Students discuss how the category "woman writer" has been embraced, codified, attacked, and creatively subverted. Through novels, short stories, critical essays, and socio-historical works by and/or about women in traditional and modern Japan, students explore questions regarding gender roles, family obligations, women in the workforce, motherhood, female sexuality, and aging. (5T). Prerequisites: None.

JAPN 263. Nightmare Japan in Translation (1). In Japan, since the late 19th century, the rapid changes associated with post-Meiji modernization have been, at least on some level, linked to the anxiety and alienation of the modern individual. As focus shifted from the rural to the urban, from the family and village to the individual, and from the domestic to the international, expressions of the unease people felt about the rapidity and acuteness of these changes proliferated. Starting with Japanese fiction produced by early 20th-century writers and continuing into the present, this course looks at how popular fiction and film in Japan have portrayed the "horror" of the modern. Taking up both conventional horror films/stories as well as seemingly innocuous tales that depict the horror of everyday life, students focus their discussions on how issues—such as the breakdown in traditional family structures, dislocation from traditional homes (*furusato*), environmental degradation, and increased racial inequality and poverty—that have coincided with Japan's emergence as a world leader are depicted in fiction and popular culture and consider how these fictional representations simultaneously envision, verbalize, and confront various societal ills. Taught in English. (5T). Prerequisites: none. Also listed as Media Studies 263.

JAPN 264. History and Popular Culture in Japan in Translation (1). Popular representations of the past are everywhere in Japan, from cell phone charms, to manga, to television dramas, to video games, to young women dressed as their favorite historical figures hanging out in the hip Harajuku district. But, how does this cycle of production and consumption influence the way well-known stories are told? And, how does this mass revisiting of the past impact the way people think about history and what it means to be Japanese? Looking at the intersections of Japanese history and popular culture, this course seeks to answer these questions. By analyzing 20th- and 21st-century popular fiction and film as well as popular culture in Japan, students consider how and why constantly changing narratives of the past can impact the present. (5T). Prerequisites: none. Also listed as History 284 and Media Studies 264.

JAPN 296. Totoro Saves the World: Miyazaki, Nature, and the Popular Imagination (1). The dawn of the Anthropocene brings new incentives to examine human's role in nature and their effect on the natural environment. In this course, we examine how the intersections of culture, folklore, and physical landscapes influence concepts of nature and environmental sustainability through the films and writings of Hayao Miyazaki. Using an interdisciplinary approach, we will investigate the relationship between Miyazaki's work and the challenges of cultural and environmental sustainability in Japan and the ways popular culture has been used to promote environmental sustainability and preserve biodiversity. (5T) (Also listed as Environmental Studies 296.)

JAPN 390. Special Project (.25 - 1). Prerequisite: sophomore standing.

JAPN 395. Teaching Assistant (.5). Work with faculty in classroom instruction. Graded credit/no credit.

JAPN 396. Teaching Assistant Research (.5). Course and curriculum development projects with faculty.

SPAN 100. Elementary Spanish I (1). Based on a communicative approach, this course provides a solid foundation of listening comprehension, speaking, reading, and writing skills. Students have daily assignments intended to help them communicate orally and in written form about themselves, friends, and family as well as customs and practices in the Spanish-speaking world in the present, past, and future tenses. Participation in Spanish-language activities outside of the classroom and/or in the local Latino community is expected. (1S) Prerequisite: Open only to students with no previous knowledge of Spanish. Offered each fall. Students with previous knowledge of Spanish are required to take the placement test. AFTER ON-LINE REGISTRATION CLOSES, MODERN LANGUAGES FACULTY REVIEW ALL LANGUAGE COURSE ENROLLMENTS TO DETERMINE WHETHER OR NOT A STUDENT HAS ENROLLED IN THE RECOMMENDED PLACEMENT LEVEL. IF NOT, THE STUDENT WILL BE CONTACTED BY THE DEPARTMENT TO DETERMINE WHETHER A DROP OR REGISTRATION IN ANOTHER LANGUAGE COURSE IS APPROPRIATE.

SPAN 105. Elementary Spanish II (1). A continuation of Spanish 100, this course provides a solid foundation of listening comprehension, speaking, reading, and writing skills. Students have daily assignments intended to help them communicate orally and in written form about themselves, friends, and family as well as customs and practices in the Spanish-speaking world in the present, past, and future tenses. Participation in Spanish-language activities outside of the classroom and/or in the local Latino community is expected. (1S) Prerequisite: Spanish 100. Offered each spring. Students with previous knowledge of Spanish are required to take the placement test.

SPAN 107. Spanish for Advanced Beginners (1). Designed for students who have had some formal exposure to Spanish, this course presumes a basic knowledge of Spanish orthography and pronunciation as well as recognition and/or use of elementary everyday vocabulary, the present tense, and grammatical concepts. Students complete daily assignments intended to help them practice vocabulary and develop all four language skills: listening comprehension, speaking, reading, and writing skills. Participation in Spanish-language activities outside the classroom and/or in the local Latino community is expected. (1S) Offered occasionally. Prerequisite: consent of instructor. (This course is not a continuation of Spanish 100 or 105.) AFTER ON-LINE REGISTRATION CLOSES, MODERN LANGUAGES FACULTY REVIEW ALL LANGUAGE COURSE ENROLLMENTS TO DETERMINE WHETHER OR NOT A STUDENT HAS ENROLLED IN THE RECOMMENDED PLACEMENT LEVEL. IF NOT, THE STUDENT WILL BE CONTACTED BY THE DEPARTMENT TO DETERMINE WHETHER A DROP OR REGISTRATION IN ANOTHER LANGUAGE COURSE IS APPROPRIATE.

SPAN 110. Spanish Language Review and Culture (1). Using a content-based approach, this course is organized around a theme or themes determined by the instructor. It offers an intensive review of the fundamentals of Spanish grammar with the goal of increasing vocabulary, grammatical precision and the four linguistic skills: listening comprehension, speaking, reading, and writing Spanish. Readings reflect the many cultures of Spanish-speaking world. Participation in Spanish-language activities outside the classroom and/or in the local Latino community is expected. (1S) Offered each semester. Prerequisite: Spanish 105 or equivalent. AFTER ON-LINE REGISTRATION CLOSES, MODERN LANGUAGES FACULTY REVIEW ALL LANGUAGE COURSE ENROLLMENTS TO DETERMINE WHETHER OR NOT A STUDENT HAS ENROLLED IN THE RECOMMENDED PLACEMENT LEVEL. IF NOT, THE STUDENT WILL BE CONTACTED BY THE DEPARTMENT TO DETERMINE WHETHER A DROP OR REGISTRATION IN ANOTHER LANGUAGE COURSE IS APPROPRIATE.

SPAN 210. Spanish in Dialogue with the Environment (1). While developing their speaking skills, students undergo an intensive review of the fundamentals of grammar with the goal of increasing their vocabulary and grammatical precision in Spanish. Students engage in active dialogue to explore, reflect on, and communicate about present-day issues related to such topics as climate change, global warming, and endangered species in Spain and Latin America. Participation in Spanish-language activities outside the classroom and/or in the local Latino community is expected. (1S) Offered each semester. Prerequisite: Spanish 110 or equivalent. Also taught as Environmental Studies 211. AFTER ON-LINE REGISTRATION CLOSES, MODERN LANGUAGES FACULTY REVIEW ALL LANGUAGE COURSE ENROLLMENTS TO DETERMINE WHETHER OR NOT A STUDENT HAS ENROLLED IN THE RECOMMENDED PLACEMENT LEVEL. IF NOT, THE STUDENT WILL BE CONTACTED BY THE DEPARTMENT TO DETERMINE WHETHER A DROP

OR REGISTRATION IN ANOTHER LANGUAGE COURSE IS APPROPRIATE.

SPAN 214. Spanish for Heritage Learners (1). This course is designed for students who grew up speaking Spanish at home but who have little or no formal training in the language. Its aim is to develop a formal command of the language skills (listening, speaking, reading, and writing) while exploring students' cultural identities and regional variations of Spanish. Fiction and non-fiction, film, music, and other materials are used as a point of departure for discussion, reflection, and writing. Participation in Spanish-language activities and/or in the local Latino community is expected. Taught in Spanish. (1S) Prerequisite: permission of instructor.

SPAN 215. Advanced Spanish Language and Hispanic Health (1). Students study advanced grammatical structures and vocabulary to expand and strengthen their lexical and grammatical understanding of the language while completing writing assignments that explore health topics in the Spanish-speaking world and how culture impacts health. While engaging with the writing process, students also have the opportunity to build their confidence in listening, reading, speaking, and conducting research. Participation in Spanish-language activities outside the classroom and/or in the local Latino community is expected. (1S) (Also listed as Health and Society 218.) Offered each semester. Prerequisite: Spanish 210, 214, or equivalent. AFTER ON-LINE REGISTRATION CLOSES, MODERN LANGUAGES FACULTY REVIEW ALL LANGUAGE COURSE ENROLLMENTS TO DETERMINE WHETHER OR NOT A STUDENT HAS ENROLLED IN THE RECOMMENDED PLACEMENT LEVEL. IF NOT, THE STUDENT WILL BE CONTACTED BY THE DEPARTMENT TO DETERMINE WHETHER A DROP OR REGISTRATION IN ANOTHER LANGUAGE COURSE IS APPROPRIATE.

SPAN 230. Contemporary Non-Fiction Stories (1). In this course, students investigate a variety of contemporary issues experienced around the Spanish-speaking world through non-fiction storytelling and reporting. Using a journalistic framework, students deepen their understanding of present-day concerns, occurrences, and realities of the peoples who inhabit Spanish-speaking places. Through various media sources, including podcasts, investigative pieces, websites, and documentaries, students discuss and analyze stories with authentic voices and lived experiences. Students also have an opportunity to conceptualize and produce their own authentic story. Participation in Spanish-language activities outside the classroom and/or in the local Latino community is expected. (5T). Offered occasionally. Prerequisite: Spanish 214 or 215. AFTER ON-LINE REGISTRATION CLOSES, MODERN LANGUAGES FACULTY REVIEW ALL LANGUAGE COURSE ENROLLMENTS TO DETERMINE WHETHER OR NOT A STUDENT HAS ENROLLED IN THE RECOMMENDED PLACEMENT LEVEL. IF NOT, THE STUDENT WILL BE CONTACTED BY THE DEPARTMENT TO DETERMINE WHETHER A DROP OR REGISTRATION IN ANOTHER LANGUAGE COURSE IS APPROPRIATE.

SPAN 240. Literary and Cultural Approaches to the Spanish-Speaking World (1). A genre-based approach to reading and writing about the literature and cultures of the Spanish-speaking world, this course develops analytical and critical-thinking skills through readings, discussions, and written assignments. Genres may include narrative, poetry, drama, and film and are intended to deepen students' understanding of the human condition. Participation in Spanish-language activities outside the classroom and/or in the local Latino community is expected. (5T) Offered each year. Prerequisite: Spanish 215 or consent of instructor. AFTER ON-LINE REGISTRATION CLOSES, MODERN LANGUAGES FACULTY REVIEW ALL LANGUAGE COURSE ENROLLMENTS TO DETERMINE WHETHER OR NOT A STUDENT HAS ENROLLED IN THE RECOMMENDED PLACEMENT LEVEL. IF NOT, THE STUDENT WILL BE CONTACTED BY THE DEPARTMENT TO DETERMINE WHETHER A DROP OR REGISTRATION IN ANOTHER LANGUAGE COURSE IS APPROPRIATE.

SPAN 251. Comparative Studies in Early Spanish Literature in Translation (1). In this course, students explore translated medieval and early modern Spanish texts in dialogue with English literary traditions. Students study complex intercultural exchanges within the pluralistic and multilingual society of Christian, Jews, and Muslims in medieval Spain by analyzing poetry, prose, and drama within the European context. In addition to gaining a new perspective on the role of intersectionality in identity formation, students interrogate concepts of gender, race, exile, (dis)honor, power, women's agency, cross-dressing, and spirituality. May be repeated for credit if the topic is different. Texts are read in English. Offered even years, spring semester (5T). (Also taught as English 250.) Prerequisites: none.

SPAN 270. Latinx in the United States (1). This course examines topics related to the Latino/a experience in the United States. Using films, documentaries, multidisciplinary writings and/or literary pieces, this course may also focus on particular Latino sub-populations in the United States, on identity and ethnicity, immigration, as well as issues relating to language, acculturation/assimilation, gender and sexuality, social movements, and politics. May be repeated for credit if the topic is different. Taught in English or Spanish. Prerequisite: Spanish 240 or consent of instructor.

SPAN 271. Latinx in the United States in Translation (1). This course examines topics related to the Latino/a experience in the United States. Using films, documentaries, multidisciplinary writings and/or literary pieces, this course may also focus on particular Latino sub-populations in the United States, on identity and ethnicity, immigration, as well as issues relating to language, acculturation/assimilation, gender and sexuality, social movements, and politics. May be repeated for credit if the topic is different. Taught in English. Spanish majors are required to do some or all of the written work in Spanish. Prerequisites: none.

SPAN 280. Topics in 20th & 21st-Century Hispanic Literature and Culture (1). In this course, students explore and analyze texts and cultural production of the 20th and 21st centuries from the Spanish-speaking world. May be repeated for credit if topic is different. (5T) Prerequisite: Spanish 240 or consent of instructor.

SPAN 282. Environmental Hispanic Literature (1). Using an eco-critical approach, this seminar course involves the study of Spanish-language literatures on themes involving the environment such as preservation, impacts of climate change on communities and peoples, sustainability, rural and urban development, food production, and environmental contamination and its effects. (5T) (Also taught as Environmental Studies 287.) Prerequisite: Spanish 240.

SPAN 283. Environmental Hispanic Literature in Translation (1). Using an ecocritical approach, this seminar course involves the study of Spanish-language literatures on themes involving the environment such as preservation, impacts of climate change on communities and peoples, sustainability, rural and urban development, food production, and environmental contamination and its effects. Taught in English. (5T) (Also taught as Environmental Studies 288.) Prerequisites: none.

SPAN 295. Filmic Expressions of the Spanish-Speaking World (1). This course examines Hispanic cultures through films. It may center on films of particular directors, regions, and/or themes to provide cultural appreciation and understanding of the Hispanic world and filmmaking. Taught in Spanish. (5T) Prerequisite: Spanish 240.

SPAN 320. Studies in Hispanic Literature and Culture (1). A course designed to examine in-depth social, cultural, historical and/or literary selected topics particular to the Spanish-speaking world. May be repeated for credit if topic is different. (5T) Prerequisite: Spanish 240 and one other Spanish literature course.

SPAN 321. Studies in Hispanic Literature and Culture in Translation (1). This course is designed to examine in-depth social, cultural, historical and/or literary selected topics particular to the Spanish-speaking world. Taught in English. Spanish majors are required to do some or all of the written work in Spanish. May be repeated for credit if topic is different. Prerequisites: Spanish 240 or consent of instructor.

SPAN 390. Special Project (.25 - 1). Prerequisite: sophomore standing.

SPAN 395. Teaching Assistant (.5). Work with faculty in classroom instruction. Graded credit/no credit.

SPAN 396. Teaching Assistant Research (.5). Course and curriculum development projects with faculty.

Museum Studies

Students may complete a minor in museum studies to supplement any major. Class work is combined with experience in the Beloit College museums (Logan Museum of Anthropology and Wright Museum of Art) and off-campus museums. Museum studies students use this background to build 21st century skills and to prepare for a variety of possible museum careers or graduate programs.

The staff of the Beloit College museums teach the core courses of the minor and, in conjunction with other academic departments, work with students to create a program stressing:

Understanding of the contexts and uses of cultural and natural objects and collections, awareness of the legal, ethical, social, and other roles and responsibilities of museums as educational institutions, and practical experience in on- and off-campus museums.

Museum Studies Faculty

- Joy Beckman
- Shannon M. Fie
- Ellen E. Joyce
- Nicolette Blum Meister
- Christa Story
- Nikita Werner

Museum Studies Minor (6 units)

1. Museum Studies 145 (.5) and 275.
2. Two units from Anthropology 217 or 218; Anthropology/Museum Studies 247; Art History 150 (if topic is directly related to museum studies); Chemistry 225; History 210 (Constructing Archives or Public History); Mathematics/Interdisciplinary Studies 103 (if the term project focuses on a museum studies topic); or Museum Studies 260, 285, or 295. Other courses may be substituted, as determined by the needs of the student and approved by the student's program advisor.
3. Museum Studies 390 (1 unit; may be split between semesters).
4. PRAX 200 (1 unit): an internship of at least 90 hours in a museum or other approved institution.
5. Museum Studies 385 (.5).
6. Participation in the ongoing programs of the Beloit College museums.
7. Only 1 course taken to satisfy a major may be counted toward the museum studies minor.

Museum Studies Courses

MUST 145. Introduction to Museum Studies (.5). A survey of the educational, curatorial, exhibition, public relations, and research missions of museums. Stress is placed on the role of museums in various communities, their organizational and administrative structures, their ethical, moral, and legal obligations, and sources of support. Lecture, discussion, and field trips. Offered each fall semester.

MUST 217. Pots and People (1). An examination of the many ways in which ceramics inform our understanding of human behavior, such as changing foodways, group affiliations, craft specialization, and trade. Students learn the basic methods used to document, analyze, and transform ceramic data into meaningful statements about the present and past. Offered occasionally. Prerequisite: Anthropology 110 and 201, or consent of instructor. (Also taught as Anthropology 217)

MUST 247. Anthropological Research in Museums (1). Museums are valuable research resources in all subfields of anthropology. In this course, students learn how anthropologists conduct research in (and on) museums. Readings, written and oral assignments, field trips, and guest presentations supply a broad overview of museum anthropology. Students conduct individual and group research projects using Logan Museum resources as well as material at other museums. (Also listed as Anthropology 247.) Offered even years, fall semester. Prerequisite: Anthropology 201.

MUST 275. Introduction to Collections Management (1). An introduction to the methods of collections management, registration, and preservation in museums. Stress is placed on the nature of organic and inorganic materials and their deterioration, methods of preventive preservation, modes of acquisition and registration, collections policy, and legal and ethical issues affecting the management of museum collections. The course consists of lectures, field trips, and laboratory experience in the Beloit College museums. Offered each spring. Prerequisite: Museum Studies 145.

MUST 285. Exhibit Design and Development (1). A survey of museum exhibit theory and practice. The course examines best practices in creating exhibits as effective informal learning environments. Students gain a critical perspective on a wide range of current exhibit approaches, techniques, and issues, as well

as knowledge of and experience in the skills of exhibit planning, design, and installation. (2A) Prerequisite: Museum Studies 275 or consent of instructor.

MUST 295. Topics in Museum Studies (.25 - 1). Special aspects or areas of museum studies. May be repeated for credit if topic is different. Prerequisite: sophomore standing.

MUST 296. Digital History (1). This course offers a hands-on exploration of the ways that new technologies are transforming historical research and teaching, as well as creating new online spaces for educating the general public. Students consider questions about the nature and value of existing digital history projects, the rise of open-source projects, and the relationship between digital history and public history. Students have the opportunity to contribute to a class blog, to participate in a crowdsourced transcription project, and to create their own websites and GIS-based maps. Students become familiar with many of the principles and challenges that inform scholars and programmers as they collaborate to enrich the field of historical research. (Also listed as History 296.) Prerequisites: One previous history course or permission of the instructor.

MUST 310. Objects, Technologies, and Stuff: Approaches to Material Culture (1). Material culture studies focus on the forms, uses, and meaning of object, images, and environments in everyday life. Once primarily the domain of archaeology, material culture is now central in many fields of study. This course examines how the intersections of different interests and approaches influence the ways anthropologists understand the tangible products of human behavior, including how objects went from being passive residues of economic behavior to dynamic social actors. Through readings, discussions, hands-on engagements, and individual research, students will appreciate the major theoretical and methodological shifts surrounding such topics as object production, consumption, identity, social agency, and technological choice. (Also listed as Anthropology 310.) Offered occasionally. Prerequisites: junior or senior standing, and either Anthropology 201 or Museum Studies 275.

MUST 385. Theory and Capstone (.5). This seminar provides an opportunity for museum studies minors to reflect on and synthesize their own museum experiences. This course will grapple with contemporary questions and problems facing the museum world. Ethical questions and controversies will be addressed from both theoretical and practical perspectives. Students will use discussions, group projects, and assignments to bring their own perspectives to the problems and issues shaping the discipline of museum studies. Offered each fall first module. Prerequisite: Museum Studies 275 and PRAX 200.

MUST 390. Special Project (.25 - 1). A directed independent study course relating museum theory to practical experience. Appropriate topics selected in consultation with the program advisor.

MUST 395. Teaching Assistant (.5). Work with faculty in classroom instruction. Graded credit/no credit.

Nursing Dual Degree Program

Beloit College has established a partnership with Edgewood College in Madison, Wisconsin, for a dual-degree bachelor of arts or science (BA/BS) and bachelor of science in nursing (BSN) program, preparing students to become a registered nurse (RN). The partnership is a 3+1-year or 4+1-year dual-degree program.

Beloit College students will complete coursework for their bachelor of arts or science in three or four years, and then spend a year completing the bachelor's degree in nursing (BSN) while continuing to live on Beloit's campus. Edgewood faculty, recruited from the Stateline area, will deliver the BSN curriculum.

Students may choose any Beloit College major to complete.

Nursing Dual Degree Program Faculty

- Rachel A. Bergstrom, PhD
- Suzanne Cox
- Kristin J. Labby
- Helen M. Werner

Nursing Dual Degree Program

Current Beloit College students who meet GPA and prerequisite requirements may apply for admission to the program at any point in their Beloit career, including the fall semester before starting the BSN program. Students will receive personalized advising about their individual pathways into the BSN program from both Beloit's School of Health Sciences and Edgewood advisors on campus, starting as early as the summer before they begin at Beloit.

Application process

Prospective students may opt to apply for guaranteed or provisional admission to the nursing program when they enroll at Beloit College as a first-year or transfer student. Students must maintain a GPA of 3.3 in nursing prerequisites and 3.3 cumulative GPA to retain their guaranteed status. The same requirements apply for transfer students.

Guaranteed admission requires a cumulative high school GPA of 3.75, while provisional admission will be considered on an individual basis.

Current Beloit Students may apply for admission to the program at any point in their Beloit career up to and including the fall semester prior to starting the BSN according to the same GPA requirements.

Prerequisite coursework

- **Introductory Biology:** any 100-level biology course, BIOL 110 Human Biology or BIOL 111 Zoology preferred
- **Microbiology:** BIOL 208 Microbiology
- **Introductory Chemistry:** CHEM 117 Chemistry
- **Anatomy:** BIOL 256 Anatomy
- **Physiology:** BIOL 257 Human Physiology
- **Pathology:** BIOL 375 Topics
- **Statistics:** Any statistics course, including BIOL 247 Biometrics, HEAL 201/POLS 201 Research Methods in Political Science and Health
- **Introductory Psychology:** PSYC 100 Introduction to Psychology
- **Life-span Developmental Psychology:** Life-Span Developmental Psychology

Financial aid

Tuition for the BSN year is set by Edgewood College. Financial aid for tuition and room and board will be filed through Edgewood, which offers loans and grants based on financial need.

Nursing Dual Degree Program Courses

Courses for this program come from many departments and programs.

Performing and Applied Arts

The Department of Performing and Applied Arts (PART) is an interdisciplinary program focusing on the intersections of music, theatre, dance, design, and production. Students who major in PART will receive a well-rounded education intended to prepare them to be interdisciplinary artists unafraid to take risks and make change.

Applied art is any form of art created with a specific practical purpose in mind. This includes purposes outside of aesthetic appreciation, developing skills through the design and creation process useful in various disciplines, and "Learning by doing", a unique characteristic of Beloit's approach to pedagogy.

Graduates of our program are not only artists, but are also prepared to live as self-actualizing citizens and individuals. Our classes offer students (majors and non-majors alike) opportunities to think critically, create

adventurously, and collaborate successfully. We empower students with knowledge and encourage the pursuit of excellence in all they do.

All courses, productions, ensembles, lessons, and work study opportunities are open to majors and non-majors, of all backgrounds and skill levels, and guide students to do the following:

- Connect skills, methods, and modes of knowledge across disciplines and apply them to new contexts.
- Develop and refine skills in such areas as performance and production, text, sound, and movement analysis, public speaking, design, and project management.
- Build communities in our classes and ensembles.
- Interrogate our positions within the changing conventions of performance and production studies.
- Empower students to creatively respond to local and global social justice concerns.

Performing and Applied Arts Faculty

- Alicia Bailey
- Daniel G Barolsky
- Adanya Gilmore
- Kambrea Lagrosa
- Youngham Lee
- Cullyn Murphy
- Amy L. Sarno
- Gina T'ai

Performing and Applied Arts Major (12 units)

Note: All courses listed below are worth 1 unit unless otherwise noted.

1. Seven units of conceptual fundamentals from the following areas:
 - a. One unit of historiography: Performing and Applied Arts 150
 - b. One unit of theory chosen from Performing and Applied Arts 170 or 221
 - c. One unit of embodiment chosen from Performing and Applied Arts 100, 106, 113, 115, 180 or Health and Society 110, 301
 - d. One unit of composition chosen from Performing and Applied Arts 207, 248, 255, or 351
 - e. One unit of career preparation: Performing and Applied Arts 275 (.5) and 375 (.5) This requirement can be completed in one year or divided into early and later years after declaration.
 - f. Two units of collaboration
 - Theory and Practice (1 unit): Performing and Applied Arts 143 (.5) and 144 (.5).
 - Practicum (1 unit): Performing and Applied Arts 80 (.25-1) Students are encouraged to complete at least .25 unit of this requirement in the first year after declaration and .25 unit in the second year after declaration. The remaining .5 unit may be completed at any time.
2. Three units of specialization courses. Specialization courses enable students to explore specific topic areas. In consultation with the advisor, students may select multiple courses within one topic or from multiple topics.
 - a. Production: Performing and Applied Arts 112, 114, 140, 240 (.5), 241 (.5), 242 (.5), 245, 247 (.5), 260, 263, 265, 310, 312
 - b. Dance: Performing and Applied Arts 113, 213, 313 (Modern); 115, 215, 315 (Ballet); 180 (.75), 360, 370, Health and Society 110, 301
 - c. Music: Performing and Applied Arts 011-069 (.25), 90, 170, 220, 229, 255, 260, 265, 270, 276
 - d. Theatre: Performing and Applied Arts 100, 106, 206, 207, 222, 225, 288, 306, 351

- e. Arts: Performing and Applied Arts 219, 220, 221, 222, 276, 285, 290, 310, Media Studies 270 (if topic is appropriate)
3. Two units to broaden perspectives chosen from outside the department in consultation with the advisor.
 4. Writing/communication requirement: Competent communication in Performing and Applied Arts is attained through the successful completion of various courses pertinent to three distinct interactive modes. Physical and oral proficiency is achieved in embodiment courses, acting and dance courses, music courses, and practica (participation in production). Proficiency in writing is acquired in Performing and Applied Arts 150, 219, 220, 221, 285, 290, and 310. Visual communication skills are gained in design courses, directing courses, composition courses, and stagecraft courses. Graduating majors must be able to communicate clearly through the media they have studied. In addition, they should be able to describe, explain, and critique comprehensively both the artistic processes and the products of that art through means of oral and physical communication, written documentation, and visual presentation.
 5. PART encourages an internship, field term or summer participation in a professional environment or in specialized overseas study.

Performing and Applied Arts Minor (6 units)

Note: All courses listed below are worth 1 unit unless otherwise noted.

1. Two units of conceptual fundamental courses:
 - a. One unit of theory or history chosen from Performing and Applied Arts 150, 170, or 221
 - b. One unit of collaboration chosen from Performing and Applied Arts 80 (.25-1), 143 (.5), 144 (.5)
2. Four units of electives from Performing and Applied Arts courses or Health and Society 110, 301, as determined in consultation with an advisor.

Performing and Applied Arts Courses

MUSI 011. Conducting (.25). Students receive individual instruction with a qualified instructor. Thirteen 40-minute lessons or equivalent per semester. Open to students with more advanced skills. (2A) Prerequisite: consent of instructor. A fee of \$350 is charged for this course. The term fee of \$350.00 is refunded if applied music course is dropped during the first two weeks of the term. After that time, the full fee is charged.

MUSI 012. Voice (.25). Students receive individual instruction with a qualified instructor. Thirteen 40-minute lessons or equivalent per semester. Open to all students, from beginning to advanced skills. (2A) A fee of \$350 is charged for this course. The term fee of \$350.00 is refunded if applied music course is dropped during the first two weeks of the term. After that time, the full fee is charged. All students who are new to Music 012 (Voice) or Music 013 (Piano) should sign up for section 99. The department places students in the correct section.

MUSI 013. Piano (.25). Students receive individual instruction with a qualified instructor. Thirteen 40-minute lessons or equivalent per semester. Open to all students, from beginning to advanced skills. (2A) The term fee of \$350.00 is refunded if applied music course is dropped during the first two weeks of the term. After that time, the full fee is charged. All students who are new to Music 012 (Voice) or Music 013 (Piano) should sign up for section 99. The department places students in the correct section.

MUSI 015. Harpsichord (.25). Students receive individual instruction with a qualified instructor. Thirteen 40-minute lessons or equivalent per semester. Open to all students, from beginning to advanced skills. (2A) A fee of \$350 is charged for this course. The term fee of \$350.00 is refunded if applied music course is dropped during the first two weeks of the term. After that time, the full fee is charged.

MUSI 016. Organ (.25). Students receive individual instruction with a qualified instructor. Thirteen 40-minute lessons or equivalent per semester. Open to all students, from beginning to advanced skills. (2A) A fee of \$350 is charged for this course. The term fee of \$350.00 is refunded if applied music course is dropped during the first two weeks of the term. After that time, the full fee is charged.

MUSI 018. Guitar (.25). Students receive individual instruction with a qualified instructor. Thirteen 40-minute lessons or equivalent per semester. Open to all students, from beginning to advanced skills. (2A) A fee of \$350 is charged for this course. The term fee of \$350.00 is refunded if applied music course is dropped during the first two weeks of the term. After that time, the full fee is charged.

MUSI 019. Ukulele & Mandolin (.25). Students receive individual instruction with a qualified instructor. Thirteen 40-minute lessons or equivalent per semester. Open to all students, from beginning to advanced skills. (2A) A fee of \$350 is charged for this course. The term fee of \$350.00 is refunded if applied music course is dropped during the first two weeks of the term. After that time, the full fee is charged.

MUSI 021. Flute (.25). Students receive individual instruction with a qualified instructor. Thirteen 40-minute lessons or equivalent per semester. Open to all students, from beginning to advanced skills. (2A) A fee of \$350 is charged for this course. The term fee of \$350.00 is refunded if applied music course is dropped during the first two weeks of the term. After that time, the full fee is charged.

MUSI 022. Oboe (.25). Students receive individual instruction with a qualified instructor. Thirteen 40-minute lessons or equivalent per semester. Open to all students, from beginning to advanced skills. (2A) A fee of \$350 is charged for this course. The term fee of \$350.00 is refunded if applied music course is dropped during the first two weeks of the term. After that time, the full fee is charged.

MUSI 023. Clarinet (.25). Students receive individual instruction with a qualified instructor. Thirteen 40-minute lessons or equivalent per semester. Open to all students, from beginning to advanced skills. (2A) A fee of \$350 is charged for this course. The term fee of \$350.00 is refunded if applied music course is dropped during the first two weeks of the term. After that time, the full fee is charged.

MUSI 024. Bassoon (.25). Students receive individual instruction with a qualified instructor. Thirteen 40-minute lessons or equivalent per semester. Open to all students, from beginning to advanced skills. (2A) A fee of \$350 is charged for this course. The term fee of \$350.00 is refunded if applied music course is dropped during the first two weeks of the term. After that time, the full fee is charged.

MUSI 025. Saxophone (.25). Students receive individual instruction with a qualified instructor. Thirteen 40-minute lessons or equivalent per semester. Open to all students, from beginning to advanced skills. (2A) A fee of \$350 is charged for this course. The term fee of \$350.00 is refunded if applied music course is dropped during the first two weeks of the term. After that time, the full fee is charged.

MUSI 031. Horn (.25). Students receive individual instruction with a qualified instructor. Thirteen 40-minute lessons or equivalent per semester. Open to all students, from beginning to advanced skills. (2A) A fee of \$350 is charged for this course. The term fee of \$350.00 is refunded if applied music course is dropped during the first two weeks of the term. After that time, the full fee is charged.

MUSI 032. Trumpet (.25). Students receive individual instruction with a qualified instructor. Thirteen 40-minute lessons or equivalent per semester. Open to all students, from beginning to advanced skills. (2A) A fee of \$350 is charged for this course. The term fee of \$350.00 is refunded if applied music course is dropped during the first two weeks of the term. After that time, the full fee is charged.

MUSI 033. Trombone (.25). Students receive individual instruction with a qualified instructor. Thirteen 40-minute lessons or equivalent per semester. Open to all students, from beginning to advanced skills. (2A) A fee of \$350 is charged for this course. The term fee of \$350.00 is refunded if applied music course is dropped during the first two weeks of the term. After that time, the full fee is charged.

MUSI 034. Tuba (.25). Students receive individual instruction with a qualified instructor. Thirteen 40-minute lessons or equivalent per semester. Open to all students, from beginning to advanced skills. (2A) A fee of \$350 is charged for this course. The term fee of \$350.00 is refunded if applied music course is dropped during the first two weeks of the term. After that time, the full fee is charged.

MUSI 035. Percussion (.25). Students receive individual instruction with a qualified instructor. Thirteen 40-minute lessons or equivalent per semester. Open to all students, from beginning to advanced skills. (2A) A fee of \$350 is charged for this course. The term fee of \$350.00 is refunded if applied music course is dropped during the first two weeks of the term. After that time, the full fee is charged.

MUSI 041. Violin (.25). Students receive individual instruction with a qualified instructor. Thirteen 40-minute lessons or equivalent per semester. Open to all students, from beginning to advanced skills. (2A) A fee of \$350 is charged for this course. The term fee of \$350.00 is refunded if applied music course is dropped during the first two weeks of the term. After that time, the full fee is charged.

MUSI 042. Viola (.25). Students receive individual instruction with a qualified instructor. Thirteen 40-minute lessons or equivalent per semester. Open to all students, from beginning to advanced skills. (2A) A fee of \$350 is charged for this course. The term fee of \$350.00 is refunded if applied music course is dropped during the first two weeks of the term. After that time, the full fee is charged.

MUSI 043. Cello (.25). Students receive individual instruction with a qualified instructor. Thirteen 40-minute lessons or equivalent per semester. Open to all students, from beginning to advanced skills. (2A) A fee of \$350 is charged for this course. The term fee of \$350.00 is refunded if applied music course is dropped during the first two weeks of the term. After that time, the full fee is charged.

MUSI 044. String Bass (.25). Students receive individual instruction with a qualified instructor. Thirteen 40-minute lessons or equivalent per semester. Open to all students, from beginning to advanced skills. (2A) A fee of \$350 is charged for this course. The term fee of \$350.00 is refunded if applied music course is dropped during the first two weeks of the term. After that time, the full fee is charged.

MUSI 045. Alternative String Styles (.25). Students receive individual instruction with a qualified instructor. Thirteen 40-minute lessons or equivalent per semester. Open to all students, from beginning to advanced skills. (2A) A fee of \$350 is charged for this course. The term fee of \$350.00 is refunded if applied music course is dropped during the first two weeks of the term. After that time, the full fee is charged.

PART 051. Beloit College and Community Choir (.25). A large choral ensemble composed of Beloit College students, faculty, staff, and members of the surrounding community. Membership is open to all students, placement hearing by director. (2A)

PART 055. Chamber Music (.25). Groups are formed each semester in consultation with faculty. Common are string quartets, cello ensemble, and mixed groups of strings and winds, sometimes with piano or harpsichord. Requires four members. (2A)

PART 057. Creative Strings Collective (.25). An innovative string ensemble (violin, viola, cello, bass) that explores non-conventional genres for strings. This course includes but is not limited to the following styles: jazz, blues, folk, bluegrass, rock, pop, urban, classical, experimental, and world musics. Students are encouraged to engage through performance, group collaboration, and improvisation, with opportunities for arranging and composition. All repertoire, compositions, and arrangements are chosen or adapted to best utilize the ensemble's strengths while challenging each member's abilities at whatever level they may be. The course is open to all students but some familiarity with the instrument and music fundamentals is recommended. Prior improvisational skills and theory background are not required. Note-reading ability recommended but not required. (2A)

PART 058. Jazz Ensemble (.25). Program and activities depend on the interests of the participants. Repertoire consists of a variety of styles, including music of the big bands; swing, jazz, and blues. Open to all members of Beloit College. (2A)

PART 062. Chamber Singers (.25). A select vocal ensemble that performs quality choral literature of all styles and historical periods. The ensemble is devoted to the development of comprehensive musicianship, choral singing, and fundamental musical skills. Membership is open to all students through audition. (2A)

PART 065. Woodwind Quintet (.25). Group is formed each semester in consultation with faculty. Traditional woodwind instrumentation, performs mostly classical music. (2A)

PART 066. Wind Ensemble (.25). Consists of students and community members. Performs a large variety of classical and modern music. Open to all students, faculty, staff, and members of the surrounding community. No audition required. Placement hearing by director. (2A)

PART 068. Percussion Ensemble (.25). Open to all percussionists. Experience is desired but not essential. A complete collection of instruments, including all mallet instruments, is available. (2A)

PART 069. Guitar Ensemble (.25). Group works as a large ensemble and as smaller duos and trios. Mostly classical repertoire, students are encouraged to suggest other genres. (2A)

PART 080. Collaboration (.25-1). In this course students receive credit for their crew work in any musical, dance, or theatre ensemble in the Performing and Applied Arts.

PART 081. Introduction to Turtle Tunes Music Outreach Program (.5). This course is a one-time course required prior to teaching music to small groups of third graders at nearby Todd Elementary School. In this introductory course, students work with Turtle Tunes directors for one month prior to teaching at Todd Elementary. Instruments taught include violin, cello, guitar, and percussion (and others depending on availability). Students learn about the philosophy and psychology of teaching how to co-teach and work within an organization, and develop their own lesson plans and classroom management protocols based on established practices and an understanding of their own personality, strengths and weaknesses. After one month of training, students teach two days a week for an hour after school at Todd Elementary. Scheduling is flexible.

PART 082. Turtle Tunes Music Outreach Program for Continuing Teachers (.25). This course is only for continuing Turtle Tunes teachers who have completed the Intro to Turtle Tunes Music Outreach Program in a prior semester but not necessarily the previous semester. After a brief reorientation and review session, continuing Turtle teachers begin teaching after school group lessons at Todd Elementary School. Instruments are dependent on instrument availability and include, but are not limited to the following: violin, viola, cello, guitar, piano, and percussion. In addition to teaching two days for one hour after school at Todd Elementary School, continuing Turtle Tunes teachers meet weekly with the directors and other Turtle Tunes teachers to share insights and problem-solve as a group. Prerequisite: Performing and Applied Arts 081.

PART 090. Class Piano (.5). This course offers individualized piano instruction in a group setting. Students of all skill levels are welcome, but it is particularly targeted to those with little or no piano background. Reading skills are developed, while also increasing the student's familiarity with basic musical terms and directions. For those students with more extensive background, there is flexibility regarding choice of repertoire to achieve these goals. This is an excellent way to prepare for higher level courses and/or participation in ensembles offered by the music department. This course may be taken twice for credit. (2A)

PART 100. Improvisation for Theatre (1). A fundamental performance course designed to introduce the basics of improvisational short and long form theatrical improvisation. Some experimentation in Playback Theatre and Theatre of the Oppressed, improvisational forms used in social justice and therapeutic settings. (2A) Offered every spring semester.

PART 106. Fundamentals of Acting (1). A fundamental acting course designed to develop basic acting skills with strong emphasis on the Stanislavski method. Focuses on the analysis of dramatic action and the process of developing a character. Applicable for majors and non-majors. (2A) Offered every fall semester.

PART 112. Introduction to Design and Technology (1). An introduction to the principles of design and technology for the stage. This course includes an introduction to: research methods, from the designer's point of view; study of professional practices in the development of designs; an overview of the realization of stage designs. This course does not presuppose any technical knowledge. (2A) Offered every other fall.

PART 113. Modern Dance I (.75). Introduction to the technique, creative processes, and historical contexts of modern dance. The technical emphasis is on alignment, movement phrases, quality of motion, and performance attitude. Modern I incorporates multiple modern dance styles. Peer mentorship promotes a supportive community. Students watch video and live performances and learn how to view and critique performance. (2A)

PART 114. Introduction to Costume and Makeup Techniques (1). This course is meant to provide theatre and dance students with basic sewing and makeup application skills for the stage. The first half of the term focuses on introductory hand and machine sewing skills, understanding the sewing machine, lessons on fabric, how it is produced and utilized, and ends with a midterm sewing project. The second half of the term focuses on safe makeup application processes, understanding the skull, and how to manipulate shape using makeup as a tool. As all theatre and dance artists interact with costumes and are expected to know how to apply stage makeup, this course sets our students up for success after leaving Beloit. (2A) Offered every other fall, odd years.

PART 115. Ballet I (.75). Introduction to the technique, creative processes, and historical contexts of classical ballet. Classes include exercise at the barre, center work, and combinations across the floor designed to acquaint students with the basic principles of ballet movement and aesthetic. Students research, write about, and discuss the history of the art form. (2A) Offered occasionally.

PART 120. Create-a-thon (.25). Calling all Artists (and arts researchers) interested in multi-media collaboration! The Performing and Applied Arts Department is sponsoring an experimental artistic creation event which will engage musicians, fine artists, writers, dancers, theatre artists, and arts researchers. In 48 lively hours over an intense weekend (to be determined each semester), teams conceive, produce, and rehearse or film a creative response to a “Collaboratory Prompt.” In the 48th hour, all work is showcased at a celebratory Collaboratory. An organizational meeting is held the week before the event and a final reflection is required. This course is for students looking for a wild, wacky, and possibly transcendent artistic experience! Prerequisites: none. May be repeated for credit.

PART 140. Stagecraft (1). A beginning stagecraft course that introduces students to the basic aspects of technical theatre production and construction of theatrical scenery. Students learn the safe operation and handling of tools used in the construction, painting, assembly, and deconstruction of scenery. (2A) Offered every other fall, even years.

PART 143. Collaboration I: Theory and Practice (.5). This is a mod course that examines collaboration across disciplines teaching students the skill set to be effective collaborators. Students engage with professionals from various fields discussing collaborative practices. Students put the skills learned in the classroom into practice through a collaborative experience approved by the instructor. Examples of experiences include taking part in a theatrical production (performing, directing, designing, crewing etc.), participating in dance performances (choreography, performing, design etc.), participating in music ensembles, working on marketing for productions, dramaturgy, stage management, work on historic costume collection. Students keep journals that reflect their growth as collaborators. Offered every semester.

PART 144. Collaboration II: Collaboration in the Arts (.5). In this mod course that focuses on collaboration specific to arts disciplines. Students will have the opportunity to hear from professionals in Music, Dance, and Theatre as they discuss collaborative projects. Students will put the skills learned in the classroom into practice through a collaborative experience approved by the instructor. Examples of experiences will include taking part in a theatrical production (performing, directing, designing, crewing, etc.), participating in dance performances (choreography, performing, design, etc.), participating in music ensembles, working on marketing for productions, dramaturgy, stage management, work on historic costume collection. Students will keep journals that reflect their growth as collaborators. (2A) Offered every semester

PART 150. Performing Arts Historiography (1). This course explores how and why it is that we, as individuals and communities, read, write, and interpret histories to justify our love of or identification with musics and sounds. The purpose of this course is to learn how we can use music history (including the methods and tools of musicology and music historiography) to empower and liberate our sense of self, our identities, our communities, and our values. (5T) Offered every fall. Also listed as History 211.

PART 170. Theory of Music, Sound, and Space (1). Open to all students, this course investigates theories of sound/music, space, and embodiment with a particular focus on listening, playing, and doing. Students develop tools to describe what they hear, feel, and perform sounds, and are introduced to rudimentary concepts of notation, melody, harmony, rhythm, and meter. Yet critical listening takes us beyond the notes on the page as we recognize that a given piece of music is shaped by myriad social, political, historical, and aesthetic influences and demands unique listening and performing strategies. Multidisciplinary readings and discussions about musical notation, classical ideals of structure, psychoacoustics, improvisation, musical affect, notions of musical time, and music’s intersection with the body, race, gender, and class enable students to think more broadly about systems and structures of sound. (1S). Offered every semester.

PART 180. Movement Improvisation (.75). This is a movement-based improvisation course using dance improvisation techniques. Students experience movement discovery through individual and group improvisation. The course fuses creation with execution and focus on developing the skill of listening and responding with the body while emphasizing movement as a sensorial experience. Contact Improvisation fundamentals are introduced. (2A) Offered occasionally.

PART 200. Topics in Performing and Applied Arts (.25 -1). This course focuses on the study of the performance arts as examined in light of another discipline and, inversely, how the other discipline can be understood more critically when analyzed through the lens of the performing arts.

PART 201. Topics in Performing and Applied Arts (.5-1). This course focuses on the study of the performance arts as examined in light of another discipline and conversely, how the other discipline can be understood more critically when analyzed through the lens of the performing arts. May be repeated for credit if topic is different. (2A) Prerequisites: none.

PART 206. Acting Comedy (1). A continuation of the acting skills studied in Fundamentals of Acting with a focus on precision and timing. By focusing on comedy, students develop a sense of rhythm and timing that can be repeated while creating a character that is truthful and fits into the world of the play. Stage combat, comic theory and practice, as well as an introduction to intimacy choreography are addressed. Prerequisite: Performing and Applied Arts 100, 106 or consent of instructor. Offered even spring semesters.

PART 207. Fundamentals of Directing (1). First principles and practice in directing plays. Concentration on basic technique and craft, development of an active directorial imagination, and enhanced appreciation of the directorial function in theatre art. Technical skill, vision, communication, discipline, and concept are also stressed. Prerequisite: Performing and Applied Arts 106. Offered occasionally.

PART 213. Modern Dance II (.5). A continuation of Modern Dance I with further emphasis on movement proficiency and combinations. Peer mentorship promotes a supportive community. May be taken up to two times for credit. (2A) Prerequisite: Performing and Applied Arts 113 or dance experience. Offered occasionally.

PART 215. Ballet II (.5). An elaboration and extension of the principles addressed in Ballet I. Greater emphasis on center adagio and allegro sequences and exploration of balletic style. Peer mentorship promotes a supportive community. May be taken up to two times for credit. (2A) Prerequisite: Performing and Applied Arts 115 or dance experience. Offered occasionally.

PART 219. Fakes, Forgeries, and ‘Keepin’ it Real?: The Pursuit, Defense and Deconstruction of Authenticity (1). The purpose of this course is to examine how the loosely related concepts of “authentic,” “original,” “real,” “natural,” “pure” and even “human” are used as a powerful tool in the construction and protection of identity in the worlds of music, art, anthropology, museums, science, marketing, historical reenactments, language, and others. In particular, this course examines how the idea of “authenticity” both originated and developed alongside histories of nationalism and colonialism, the developments in tourism, the expansion of global markets and the spread of capitalism as well as more recent challenges imposed by AI and cyborg technology. The course includes guest discussions led by various college faculty/staff and challenges students to think more critically about all walks of life, their study of other courses and disciplines, their place in today’s world, and prepare them for studies or travel abroad. But the course is more than a preparatory study of history and theory. Rather, students have the opportunity to explore how the concept of authenticity is constructed, enforced, and negotiated in “real world” contexts. (Also listed as History 210 and Critical Identity Studies 265.). Offered every other year.

PART 220. A History of Recordings, Radio, and the Transmission of Sound (1). This course starts with the premise that “The point of recording and reproduction is not to mirror sound but to shape it actively (Jonathan Sterne).” From Edison cylinders and 78s to mp3s and streaming services, the medium of recorded sound and the transmission of disembodied voices has radically and actively transformed, distorted, and helped us to reimagine our sense of self, community, and aesthetic and social possibilities. In addition to surveying the evolution and development of sound technologies (those that record, transmit, and playback sound), this course examines the impact that these changing technologies have on the conception, creation, distribution, policing and evaluation of sound and music. (Also listed as Media Studies 270.). Offered every other year.

PART 221. Theories of Contemporary Performance and Media (1). “Art happens when you intend it to happen. It happens when you leap with intention— The act is the point, more so now than ever,” says Anne Bogart. This course explores theories about the creative inspiration, the performative instinct, the creation of meaning, the artist’s relationship with the audience, the politics of performance, and the “rules” of narrative, spectacle, and performance. The goal is to examine the role of the performance artist in a postmodern world.

Throughout the course, students explore interdisciplinary approaches to stretch the boundaries of their imagination. Those interested in media will gain insights to theories critical to understanding and critiquing media (Also listed as Media Studies 202.). (5T) Prerequisite: sophomore standing and must have completed one Performing and Applied Arts course, or consent of instructor. For Media Studies majors, sophomore standing is necessary. Offered every other Fall semester, even years.

PART 222. Taking Action: Theatre, Therapy, and Activism. (1). You've got something to say, but you can't find a way to communicate your perspective? Why wait for the play? Street theatre, psychodrama, and guerrilla theatre can offer exciting possibilities to create dialogue in your community. Taking Action is created for students who are interested in using theatrical techniques to take a message to the masses. The course will cover improvisational acting; Augusto Boal's Image Theatre, Forum Theatre, and Legislative Theatre; Jacob Levy Moreno's psychodramatic techniques; as well as other international trends in street and psychotherapeutic performance. Taking Action is a performance course that asks students to turn political and personal issues into action. The focus is on developing a persuasive message that has the possibility to incite discussion and eventually bring about change. In addition, students are given the opportunity to create activist performances in the surrounding college and Beloit communities. Offered occasionally.

PART 225. Documentary Theatre (1). Shakespeare's Hamlet advised the players that theatre was, "To Hold as 'twere the mirror up to nature"; today, documentary theatre places a contested story in front of an audience making it more real, more urgent. This course focuses on a local story and develops a means to stage its heart. Students develop archival skills, oral history interviewing techniques, group storytelling activities, and composition and script analysis approaches. Ultimately, the goal of the course is to create a finished script for the following season, and along the way students become better collaborators, clearer storytellers, insightful community members, and ethical theatrical journalists. Documentary theatre may be repeated for credit if the topic is different or a different development approach is being taught. Prerequisite: sophomore standing and one Performing and Applied Arts or Media Studies course. Offered most fall semesters.

PART 229. Voice for Stage and Screen (1). Whether you plan to offer a play-by-play on air or want to be understood on the stage, this course increases your awareness and control of your own vocal life. Students learn techniques and exercises that facilitate vocal development and control. Voice for Stage and Screen introduces a variety of vocal training systems (Linklater, Berry, Houseman, and Skinner) to help students study their whole voice. This course covers: International Phonetic Alphabet, dialects, classical verse, character voices, Elevated Standard speech, vocal work with a microphone, and exercises that assist in gaining vocal control. (Also listed as Media Studies 229.) Offered occasionally, spring semesters.

PART 240. Stage Management (.5). Basic principles, responsibilities, duties, problems, and actual training in specific skills needed to become a stage manager at any level. (2A) Offered every other spring, odd years.

PART 241. Drafting (.5). This course introduces the principles of drafting skills for theatre and the entertainment industry. While learning about drafting standards, students develop techniques for drafting accurate drawings both in hand drafting and computer aided drafting. Students also learn how to accurately read and interpret drawings. (2A) Prerequisite: Performing and Applied Arts 112, 140, or permission by instructor. Offered occasionally. This course has a fee.

PART 242. Props Design (.5). This course introduces students to the process and paperwork required to design props for a production. Students learn the fundamentals of prop making for the entertainment industry by working with a variety of materials to create the props necessary for each "production". Students research, develop potential budgets, and fabricate a variety of different props. Various props created may require the use of power tools, painting techniques, casting, molds, sculpting, or other processes. (2A) Offered occasionally. This course has a fee.

PART 245. Textile Arts (.5). In this course students learn the basics of the textile arts. Skills include introductions to embroidery, silk painting, dyework, pattern making, and millinery. Level of difficulty determined by skill level of students enrolled in the course. Individual projects are tailored to the current production season, with the opportunity of student projects appearing onstage. (2A) This course has a fee.

PART 247. Design and Creation for the Stage (.5). In this half credit course students learn the building blocks of visual design for the stage. They learn ways to manipulate the elements of design specific to discipline and how to realize design concepts. Students work through the design process and leave the course with a realized final design project. Throughout the design process students learn how to analyze design choices, receive constructive feedback, and alter design decisions and build processes to better realize their final designs. Students get to apply their design and creation skills to a current Performing and Applied Arts production, with a chance their designs will be seen onstage. (2A) Prerequisite: Performing and Applied Arts 112. This course has a fee.

PART 248. Performance Composition (1). Create... something. Anything. Make. Remake. Break it apart and make it again. This course looks at the modes and techniques of creation and practices the making of. Foundational rules of composition are played with and broken. Exercises, scores, projects, readings, writings, and embodied practice are involved. (2A) Offered every fall.

PART 255. Songwriting/Composition (1). For students looking to develop skills in composing and songwriting, this course blends lessons in music theory and compositional techniques with creative projects in students' chosen musical styles and mediums. Topics include crafting melody, harmony, and rhythm; developing core musical ideas; and designing individualized creative processes. Returning students investigate instrumentation, voice-leading, form, and markers of musical genres. Class sessions include listening, analysis, discussion, and workshopping. Assignments include both guided compositions using specific techniques and student-designed projects. Students may work in any style as they are also encouraged to explore new territory. Culminating concert features a new piece by each student. (2A)

PART 260. Introduction to Recording and Editing Techniques (1). This course instructs students in the rudimentary techniques of sound recording. The course offers students the opportunity to explore the many different techniques of recording, both live and in studio. Aside from recording techniques, the course also offers the student techniques in editing. (2A) Prerequisite: sophomore standing or consent of instructor.

PART 263. Costume Design (1). This course introduces students to the role of a costume designer, the collaborative process, and how to successfully use research and the elements of design to create successful costume designs. Students learn a range of design-related skills, which include the following: understanding of design elements such as color, proportion, scale, and line; script and character analysis; drawing the figure and rendering with watercolor; developing a familiarity with fashion history and how to effectively compile research for a production; and understanding the process of costume development from concept to performance. (2A) Offered every other fall, odd years.

PART 265. Sound Design (1). This course is an introduction to sound design and sound editing. The course examines the role of sound in entertainment, be it theatre, film/TV video games, etc. The course allows students to understand the processes by which sound is created, manipulated, and implemented for use in the entertainment industry, from the beginning analysis all the way to a finished product. (2A) Offered every other fall, odd years.

PART 270. Music Theory in Practice (1). A continuation of Performing and Applied Arts 170 for students who seek to improve their facility with harmony, notation, score-reading, analysis, arranging, and musicianship skills, this course integrates music theory and musical practice. Students apply techniques from 16th-century counterpoint and tonal harmony through model compositions and original arrangements, ranging from the style of Palestrina to contemporary popular music. Theoretical concepts are exercised through the rigorous practice of musicianship skills, including sight-singing, dictation, and keyboard harmony. Workload includes weekly written assignments and projects in analysis and composing/arranging; regular independent skills practice is essential to prepare for musicianship tests. Students should have some facility with an instrument and/or voice. Prior keyboard experience is not required. (1S) Prerequisite: Performing and Applied Arts 170, placement test, or permission of instructor. Offered occasionally.

PART 275. Career and Portfolio I (.5). In this course students learn the basics of writing resumes, cover letters, and portfolios for careers in Music, Theatre, and Dance. They learn how to present portfolios to a possible employer. Students learn how to look for job opportunities and decode job descriptions. Offered every other fall, even years.

PART 276. Multidisciplinary Arts and Media Collaboration (1). This topics course leads students through exploratory performance and installation projects. Students who identify with any creative practice (such as vocalists, instrumentalists, sound artists, poets, visual artists, multimedia artists, choreographers, programmers, etc.) share a collaborative environment in which they perform installations and pieces created together. The course may include weekly readings on devised performance, community development, and collaboration and/or work through structured exercises and improvisations to develop a group-specific creative language. The course culminates in a final public presentation of the collaborative creative work. All media styles and levels of experience are welcome. Students may repeat this course up to a total of 2 units of credit. (2A) (Also listed as Media Studies 276 and Art 176.)

PART 280. Contact Improvisation (.75). Students build fundamental skills of contact improvisation through movement explorations and the study of physics. In addition, they study the history and theory of the form and how it is evolving. Students develop physical skills for basic contact by falling, rolling, giving and taking weight with the floor, walls, and other bodies, balance, counterbalance, and momentum. The students reflect on the day's practice by journaling after each class, gaining further insight on the day's lessons and how they relate to the academic study of the form. (2A) Offered occasionally. Recommendation: Performing and Applied Arts 180.

PART 285. Psychology and the Arts (1). This course puts the fields connected to the performing arts and psychology in conversation. As students survey a range of approaches, perspectives, methods, histories, and applications through the exploration of topics including perception, embodiment, cognition, human development, neuroscience, music theory, music history, acoustics, and music/arts/dance/theatre therapy, they focus on why certain research questions are asked in the first place (and not others), what motivates certain types of exploration (and to what end), what various results actually signify or mean, and how people or society use these results. By studying both the overlap and tensions between the two general areas (performing arts and psychology), students gain an increased understanding of each disciplines' unique positions, histories, scope, and its limits. (Also listed as Psychology 285.)

PART 288. Performing Gender (1). This course explores the ways gender is performed on a daily basis. Though emphasis is on the art of drag, students look at the ways that people choose to present our preferred gender and experiment with other (and othered) genders. Class time is equal parts studio practice and lecture/discussion. Studio practice includes experimentation with stereotypically Western male/female movements and gestures, make-up and padding tutorials, and the art of lip-synching. As each student develops and transforms into their drag persona over the course of the semester, they engage in ongoing reflection regarding their experience of the corporality of 'trying on' the movements of genders. Professional Drag Queens/Kings join as lecturers. Readings and films dealing with the politics of gender presentation round out the course. The culminating class event is an Extravaganza Show. (2A) Prerequisite: performance experience preferred. Offered occasionally.

PART 290. Art Research and Presentation (1). Students learn the skills needed to become art researchers, writers, and presenters. They are asked to engage with a wide variety of source material; visual, audio, and written research. They learn how to analyze images using research gathered about subject material. Students then focus on how to present their research to various audiences. (2A) Offered every other Spring.

PART 300. Advanced Topics in Performing and Applied Arts (.25-1). Advanced study of performing and applied arts and/or related fields based on particular curricular focus, special interests of faculty, and demonstrated needs of students. May be repeated for credit if topic is different. The 2A-dominated version of this course is Performing and Applied Arts 301. Offered occasionally. Prerequisite: varies with topic.

PART 301. Advanced Topics in Performing and Applied Arts (.5-1). Advanced study of performing and applied arts and/or related fields based on particular curricular focus, special interests of faculty, and demonstrated needs of students. May be repeated for credit if topic is different. (2A) Offered occasionally. Prerequisite: varies with topic.

PART 306. Acting Shakespeare (1). Performing Shakespeare is the most exhilarating part of performing. No other author in the dramatic canon allows actors to experience the highs and lows of life, reality, and imagined worlds. Students enter a world that witches wander, muses guide creativity, and adventures await. In this course, students were not born to sue, but to command. Learn to speak verse with fluency. Improvise in iambic pentameter. Embody great literary heroes. Discover the imaginative staging of the Elizabethans.

This is your chance to discover the wonders, complexities, and joys of performance. Seize hold of this opportunity and devour it. Prerequisite: Performing and Applied Arts 106. Offered occasionally.

PART 310. History of Fashion (1). Clothing is a basic building block in any society. To begin understanding modern fashion and its significance, students first must understand the history of fashion, dress and adornments. In this course students will critically examine fashion spanning numerous eras and cultures to better understand its societal implications and how it has evolved into the fashion industry of today. Students learn the skills necessary to research historical dress and how to present that research to their fellow classmates. (2A) Offered every other spring, odd years.

PART 312. Design and Creation (1). In this course students learn the building blocks to visual design. They learn ways to manipulate the elements of design specific to discipline and how to realize design concepts. Students work through the design process and leave the course with a realized final design project. Throughout the design process students learn how to analyze design choices, receive constructive feedback, and alter design decisions and build processes to better realize their final designs. (2A) Prerequisite: Performing and Applied Arts 112.

PART 313. Modern Dance III (.5). A continuation of Modern Dance II with further emphasis on movement proficiency and combinations. Peer mentorship promotes a supportive community. May be taken up to two times for credit. (2A) Prerequisite: Performing and Applied Arts 213. Offered occasionally.

PART 315. Ballet III (.5). An elaboration and extension of the principles addressed in Ballet II. Greater emphasis on center adagio and allegro sequences and exploration of balletic style. Peer mentorship promotes a supportive community. May be taken up to two times for credit. (2A) Prerequisite: Performing and Applied Arts 215. Offered occasionally.

PART 351. Devising New Work (1). Explores the collaborative process of creating new performance works. This course goes beyond playwriting to explore the possibilities of performance and media. Each year, the instructor proposes a theme. Together, students collaborate to realize a performance (with the potential for use of technical elements that aid in storytelling). This is an interdisciplinary experience where students are asked to do what they know and take risks that they never thought they would. This course may be repeated for credit. Offered every third spring semester. Prerequisite: Performing and Applied Arts 100, 106, or permission of instructor.

PART 360. Topics in Arts Entrepreneurship (1). With elements of arts administration, non-profit organizations, educational outreach, and artistic collaboration, students curate artistic content and/or partner with arts organizations in the broader community. Each time the course is offered, it focuses on a new topic. Examples include but are not limited to: collaboration across campuses, creating and teaching workshops in elementary schools, self-producing, and working with a producing partner as an independent arts organization. Students may take the course again for credit when a new topic is offered. Prerequisite: students must apply to be in the course. Offered occasionally.

PART 370. ScreenDance: Making Dance Films (1). A collaborative course open to all art-makers. Student teams create dance/movement pieces specifically for film. Composition, filming, and editing are part of the process, resulting in a film at the end of the semester. (also listed as Media Studies 370) (2A) Prerequisite: Performing and Applied Arts 143 or 144, or a Media Studies production. Offered occasionally.

PART 375. Career and Portfolio II (.5). Students learn how to interview with employers, present themselves for interviews, and how to create digital portfolios. Students apply for a minimum of 2 jobs/internships during the duration of the course. (CP) Prerequisite: Performing and Applied Arts 275. Offered every other fall, even years

PART 390. Special Project (.25-1). Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. Prerequisite: sophomore standing or consent of instructor.

PART 395. Teaching Assistant (.25-.5). Work with faculty in classroom instruction. Graded credit/no credit.

Pharmacy Dual Degree Program

Beloit partners with the Medical College of Wisconsin (MCW) to provide students a unique dual-degree program. Students can graduate with a B.S./B.A. from Beloit and a Doctor of Pharmacy (Pharm.D.) from MCW in as few as six years.

For the 3+3 program, take the courses required for a B.S. in Biochemistry while still having plenty of choices to pursue non-major electives. For the 4+3 program, take the pharmacy prerequisite courses and earn a B.A. or B.S. in the major of your choice.

Pharmacy Dual Degree Program Faculty

- Rachel A. Bergstrom, PhD
- Amy Briggs
- Kristin J. Labby

Pharmacy Dual Degree Program

Beloit College students must formally apply to the Medical College of Wisconsin dual degree pharmacy (Pharm.D.) program. Applications are due at the end of January each year. Students must have a cumulative GPA of 3.5 at the time of application.

The following Beloit College courses are the prerequisites for the program:

All Beloit College domain, skills, and experience (“E”) graduation requirements.

1. At least 23 units of Beloit College credit with no more than 8 units of transfer credit.
2. General Biology (2 units)
 - a. Biology 111, 121, 172, or 208.
 - b. Biology 237, 256, 257, or 289.
3. Advanced Biology (2 units)
 - a. Protein Biochemistry (Biology 300).
 - b. One additional Biology unit numbered 200 or above.
3. General Chemistry (3 units)
 - a. Chemistry (Chemistry 117).
 - b. Environmental, Analytical, and Geochemistry (Chemistry 220).
 - c. One additional Chemistry unit numbered 200 or above.
5. Organic Chemistry (2 units)
 - a. Organic Chemistry I (Chemistry 230).
 - b. Organic Chemistry II (Chemistry 235).
6. Statistics (1 unit)
 - a. Biometrics (Biology 247).
7. Calculus (1 unit)
 - a. Mathematics 110 or 115.
8. English Composition (1 unit)
 - a. Writing 100 or equivalent course.
9. Public Speaking (1 unit)
 - a. One public speaking, speech, communication, or equivalent course.
10. General Education (4 units)
 - a. Physics 101 or 102, OR Geology 100, 105, or 110.
 - b. Three additional units, not including studio art, theater, or physical education.

Additional Notes:

1. Equivalent courses may be substituted in many cases. Consult with your advisor and the registrar.
2. Students must earn a C or better in each of these courses.
3. Students must earn a cumulative GPA of 3.0 and at least 16 Beloit College units.
4. After successful completion of the first-year of the Doctor of Pharmacy program at MCW and receipt of an MCW transcript, Beloit College will transfer 7 units of credit from MCW. MCW grades do not contribute to the Beloit College grade point average.

Pharmacy Dual Degree Program Courses

Courses for this program come from many departments and programs.

Philosophy

The goal of the philosophy program at Beloit College is to help our students develop the capacities for reflection, reason, judgment, and expression that lead to a meaningful and responsible life. We aim to meet this goal by engaging philosophical texts and arguments that help us to evaluate what we think and how we live.

Philosophy classes are opportunities for dialogue with each other, with philosophical traditions, and with other disciplines. Through both writing and discussion, students should expect to develop their capacity to raise important questions, to engage in respectful yet critical discourse with others, and to live significant, purposeful, and accountable lives.

Philosophy Faculty

- Heath Massey
- Philip Shields
- Matthew Tedesco
- Robin Zebrowski

Philosophy Major (9.5 units)

1. Nine and one-half departmental units:
 - a. Logic: Philosophy 100.
 - b. Introduction to Philosophy: Philosophy 110 or 115.
 - c. History of Philosophy: Philosophy 200 or 205.
 - d. Ethical Theory: Philosophy 220.
 - e. Electives: 4 courses from among Philosophy 200, 205, 221, 224, 232, 234, 240, 241, 243, 250, 255, 260, 275, 280, 285, or 380.
 - f. Seminar: Philosophy 380.
 - g. Colloquium: Philosophy 385 (.5).
2. Majors are strongly advised to acquire intermediate level proficiency in a classical language or modern language chosen in consultation with the advisor. They are also encouraged to pursue an internship, study abroad, or other experiential learning opportunity.
3. Students will be invited to consider pursuing departmental honors if they meet the following criteria: a GPA of 3.7 or higher in philosophy courses; at least 8 philosophy units completed or in progress; exceptional work in upper division philosophy courses; and a demonstrated commitment to philosophical engagement.

Philosophy Minor (6 units)

1. Philosophy 100 and 110.
2. Four additional units in philosophy.

Philosophy Courses

PHIL 100. Logic (1). An investigation of the formal structure of reasoning and the logical relationships that underlie good arguments. Many college courses explore and investigate the reasons to take something to be so; logic explores the correctness or strength of reasoning itself. This course will have a particular emphasis on the major historical methods for symbolically representing and analyzing deductive arguments: Aristotelian logic, propositional logic, and predicate logic. Some attention may also be paid to informal logical fallacies. (1S) Offered each semester.

PHIL 110. Introduction to Philosophy (1). An exploration of some of the central questions and problems addressed by philosophers, such as: What is it to be a person? How can we live well and act responsibly? What is the nature of justice? Is it possible to act freely? What can we know about the world around us? What is the relationship between the mind and body? These questions, and others like them, are at the heart of philosophy. In this course, we will engage them through the writings of philosophers who have taken on these questions themselves. Expect to think carefully and write critically, skills meant to serve you in and beyond college. (5T) Offered each semester. Prerequisite: not open to students who have taken Philosophy 115.

PHIL 115. Thematic Introduction to Philosophy (1). As an introduction to philosophy, this course covers the same core philosophical thinkers and problems as Philosophy 110, also by using primary sources. This course adds a semester-long theme for the course, where the theme provides a lens for thinking through and addressing the problems central to studying philosophy. The theme will typically be incorporated into class activities and student assignments. May be used to fulfill any requirement or prerequisite fulfilled by Philosophy 110. (5T) Offered occasionally. Prerequisite: not open to students who have taken Philosophy 110.

PHIL 200. Ancient Greek and Roman Philosophy (1). An examination of the origins of philosophical reflection in Greek myth, where human self-knowledge emerges from narratives about the gods. This course traces themes of being and becoming, thought and experience, and cyclical time through pre-Socratic philosophers like Thales, Heraclitus, and Parmenides to Plato and Aristotle. Many of these thinkers are keenly attuned to the ways in which human thinking and action are embodied social processes that require an interdependence between agents and their social contexts. Finally, we examine some major Roman philosophical responses to these themes, like epicureanism, stoicism, and skepticism, where the seeds of many subsequent Christian and modern conceptions of subjectivity and individualism are sown. (5T) Offered every other fall. Prerequisite: Philosophy 110 or 115 or consent of instructor.

PHIL 205. Philosophy of the Enlightenment (1). The 17th and 18th centuries were an age of great philosophical exploration, culminating in what we now call the Enlightenment. From Descartes to Kant, philosophers debated the nature of knowledge, the relationship between mind and body, the possibility of freedom in a causal world, and the role and limits of reason. In the 19th century, philosophers such as Hegel and Marx both extended and critiqued the project of the Enlightenment. More recently, theorists have worked to situate Enlightenment philosophy in its historical context and to challenge its basic assumptions. This course will examine a range of texts associated with the Enlightenment and its critics. (5T) Offered every other fall. Prerequisite: Philosophy 110 or 115, or consent of instructor.

PHIL 220. Ethical Theory (1). A critical engagement with major theories in normative ethics, both in their classical sources and in the development of the theories by contemporary moral philosophers. These theories all explore what it means to live and act rightly, to be an agent and live responsibly. Particular attention will be paid to Aristotelian virtue ethics, Kantian deontological ethics, and utilitarianism. (5T) Offered every third semester. Prerequisite: Philosophy 110 or 115, or consent of instructor.

PHIL 221. Biomedical Ethics (1). An examination of ethical questions related to medical practice and biomedical research. Special emphasis on issues such as abortion, reproductive technologies, euthanasia, autonomy in medical decision-making, research on animal and human subjects, and allocation of scarce

medical resources. (5T) (Also listed as Health and Society 221.) Offered each spring. Prerequisite: Philosophy 110 or 115, or sophomore standing.

PHIL 224. Environmental Ethics (1). An examination of ethical questions related to the environment and our place in it. Special emphasis on issues concerning our moral responsibility to beings and entities that are physically, metaphysically, and/or temporally distant from us. These may include distant persons, nonhuman animals, natural objects, species, and ecosystems, as well as future iterations of these. (5T) (Also listed as Environmental Studies 224.) Offered every other fall. Prerequisite: Philosophy 110 or 115, or sophomore standing.

PHIL 225. Business Ethics: Entrepreneurship and the Good Life (1). In this course students examine the relationship between having agency and taking responsibility for what they do. Students consider the limits of self-interest and instrumental rationality, and the intrinsic relationship between power and justice. Texts include Plato's "Gorgias," Aristotle's "Nicomachean Ethics," and Michael Sandel's "What Money Can't Buy." (5T) Prerequisites: none.

PHIL 231. Philosophy of Nature and the Environment (1). How human beings understand nature has a deep impact on how they understand themselves and how they live. For this reason, the variety of concepts, images, and metaphors used to think about nature are worth serious reflection. Is nature more like a living organism or a machine? Does it have value in itself, or does its value depend on human needs and interests? How do different attitudes toward nature influence the way people interact with the environment? What is wilderness, and are humans responsible for conserving or restoring it? Is there a connection between ethical obligations regarding the environment and the aesthetic appreciation of nature? This course examines contemporary issues in environmental philosophy in the context of the history of philosophical thinking about nature and humanity's place in it. (5T) (Also listed as Environmental Studies 231.) Offered every other year. Prerequisite: Philosophy 110 or 115, or consent of the instructor.

PHIL 232. Philosophy of Art (1). An inquiry into the nature and significance of art. What is art? Is there something that all works of art have in common? What does art do? Is it defined by the intentions of the artist, the experiences of the audience, or the judgments of critics? Is taste subjective? Is beauty in the eye of the beholder? In this course, we will seek the answers to these questions in an effort to deepen our understanding of art. Readings will range from classical sources in aesthetics to recent theories of art, including both analytic and continental approaches. (5T) Offered occasionally. Prerequisite: Philosophy 110 or 115, or sophomore standing.

PHIL 234. Existentialism (1). An exploration of questions concerning the meaning of human existence in conversation with a group of 19th- and 20th-century thinkers in revolt against traditional philosophy. From Kierkegaard and Nietzsche to Sartre, Beauvoir, and Camus, the existentialists posed such questions as: What kind of existence is most meaningful? If God is dead, does existence lose its meaning? Is there such a thing as authentic existence, and if so, what does it involve? Is the course of our lives determined by our character and situation, or are we defined by our choices? What is the best way to respond to the absurdity of our existence? We will join the existentialists in considering these questions and a number of related themes, such as anxiety, death, and nothingness. (5T) Offered occasionally. Prerequisite: Philosophy 110 or 115, or consent of instructor.

PHIL 240. Selected Topics in Philosophy (1). Selected problems, movements, and thinkers in philosophy. May be repeated for credit if topic is different. (5T) Offered occasionally. Prerequisite: Philosophy 110 or 115, or consent of instructor.

PHIL 241. Minds, Brains, and Bodies (1). The human mind may be the last great mystery of the physical world—the thing that sets us apart from other animals and seems to defy physical law. In fact, consciousness holds the special title of "The Hard Problem." Traditional philosophy of mind examines the mind-body problem, usually as it has been conceived and explored through analytic philosophy. This course looks at those texts that have defined and shaped the field historically, while including texts from other philosophical traditions that have only recently changed how the mind-body problem is understood. These include texts from phenomenologists, pragmatists, and linguists, among others. We survey many authors and perspectives, while remaining grounded in the classical texts of the field. (5T) (Also listed as Cognitive Science 241.) Offered even years, spring semester. Prerequisite: Philosophy 110 or 115.

PHIL 243. Theories of Law and Justice (1). Examination of the concept of law and the concept of justice, with a particular focus on 20th and 21st century philosophical theories of each concept, as well as critical contemporary discussions of those theories. (5T) Offered every other fall. Prerequisite: Philosophy 110 or 115, or Political Science 180, or consent of instructor.

PHIL 250. Classical Chinese Philosophies (1). An examination of classical Chinese philosophies, largely in their pre-Buddhist forms. We will focus on close readings of Kongzi (Confucius), Mengzi (Mencius), Laozi, Mozi, and Zhuangzi, and will trace notions of reality and knowledge in their relation to morality and society. We will also highlight comparisons and contrasts between Chinese and European philosophies. (5T) Offered occasionally. Prerequisite: Philosophy 110 or 115 or sophomore standing.

PHIL 255. Thinking About Religion (1). Reflections on the nature of religious experience broadly conceived, and its relation to ethics, reason, and science. This course will focus on the ongoing significance of issues arising in the classical philosophy of religion regarding the transcendence and attributes of God. We will examine the history of these debates and consider how they inform our contemporary attitudes toward nature, technology, society, and what it means to be a human being. (5T) Offered occasionally. Prerequisite: Philosophy 110 or 115, or consent of instructor.

PHIL 260. Critical Philosophy of Race (1). Inquiry into race and racism from a philosophical perspective, in dialogue with other disciplines. What is the meaning of race? Is it a biological fact or a social construction? Should racial categories be eliminated, or are there good reasons to preserve them? Is racial color-blindness the solution to discrimination, or is it just another form of racism? This course will focus on the history of the concept of race and contemporary debates surrounding racism and racial identity. (5T) Offered occasionally. Prerequisite: Philosophy 110 or 115 or sophomore standing.

PHIL 275. Africana Philosophy (1). Africana philosophy is a field of study focusing on critical inquiries by thinkers from Africa and the worldwide African diaspora. It includes the philosophical efforts of Africans, African-Americans, Afro-Caribbeans, and others, whose works address a variety of problems and concerns. It does not refer to one particular school of thought, but rather a collection of approaches to questions of fundamental importance for human beings as such. The concept of 'Africana philosophy' is not intended to suggest that there is something that the works of all thinkers of African descent have in common, but rather that they and their inquiries are linked by a history of colonization, enslavement, and marginalization that we can reflect on critically and productively with their help. Recognizing that the concept of race is itself a result of this history, we cannot assume that there are any biological or cultural traits shared by all philosophers of African descent, but we can identify some common themes and intellectual concerns arising from shared experiences of anti-black racism and attempts to understand and overcome it. This course examines a few of these themes, such as what it means to be human, especially in the face of dehumanization; how racism should be resisted and racist societies transformed; and what will become of philosophy in a post-colonial age. Offered each year. Prerequisite: Philosophy 110 or 115, or consent of instructor.

PHIL 280. Classical Justice (1). An examination of classical political philosophy through the study of Plato's and Aristotle's most influential political texts. Considers questions pertaining to justice, virtue, freedom, equality, gender, the purpose and scope of political authority, citizenship, education, poetry, as well as the relationship between the philosophical individual and the political community. Emphasis on critical analysis of ancient philosophical texts and class discussion. (5T) (Also listed as Political Science 280.) Offered odd years, fall semester. Prerequisite: Political Science 180 or sophomore standing.

PHIL 285. Modern Political Theory (1). An examination of the revolutionary challenge to classical and medieval political philosophy posed by such writers as Machiavelli, Hobbes, Locke, Rousseau, Burke, Marx, and Nietzsche. Broad themes include: the question of human nature, the possibilities and limitations of social contract theory, the concept of property and its implications, the nature of rights and duties, as well as the meaning of human freedom and equality. (Also listed as Political Science 285.) Offered each spring. Prerequisite: Political Science 180 or sophomore standing.

PHIL 380. Seminar: Selected Topics in Philosophy (.5, 1). Study of individual philosophers, central problems, or major movements. May be repeated for credit if topic is different. Offered occasionally. Prerequisite: at least 1 philosophy course.

PHIL 385. Colloquium in Philosophy (.5). A capstone course for philosophy majors and minors, typically including a shared engagement with a philosophy text or texts, an exploration of the research process in philosophy, and reflection on the philosophy major/minor in the context of institutional and departmental learning goals and life after Beloit College. (CP) Offered each fall. Prerequisite: junior standing and at least 3 courses in philosophy or consent of instructor.

PHIL 390. Special Project (.25 - 1). Individual work under faculty supervision, with evaluation based on appropriate evidence of achievement. Ordinarily open only to students with at least a B average in two previous philosophy courses. Prerequisite: sophomore standing.

PHIL 395. Teaching Assistant (.5). Work with faculty member in classroom instruction. Graded credit/no credit.

PHIL 396. Research Assistant (.5). Assistance to a philosophy faculty member in scholarly research.

Physics & Astronomy

The physics program at Beloit College is an ideal major for a student interested in liberal arts and science. Physics and astronomy faculty use dynamic, interactive methods of teaching to challenge students, ensuring that they develop the strong problem-solving skills vital in a wide range of careers.

Practical work in the laboratory reinforces theoretical classroom work; many students participate in both formal and informal research projects, taking advantage of well-equipped labs and machine shops. The flexible major allows students to pursue individual interests. Current research interests of Beloit physics faculty encompass a wide variety of fields, including planetary astronomy, plasma physics, and science education.

Physics & Astronomy Faculty

- Britt Scharringhausen

Physics Major (11 units)

1. Seven departmental units:
 - a. Physics 101, 102, and 210.
 - b. At least 4 units chosen from 330, 335, 340, 345, or 350.
2. One additional unit from physics, biology, chemistry, computer science, geology, or mathematics, chosen with prior consent of the advisor.
3. Supporting courses (3 units): Mathematics 110, 115, and 290.
4. Physics majors planning to attend graduate school in physics are strongly urged to take all of the core 300-level physics courses (330, 335, 340, 345, and 350); and Mathematics 275 and 201.
5. Students are strongly encouraged to do a semester of off-campus study or study abroad. Many international opportunities include the possibility of taking upper-level physics courses.
6. All physics majors are encouraged to do an internship or independent research, often in the form of a paid summer REU.
7. Students majoring in physics may choose to receive the Bachelor of Science degree rather than the Bachelor of Arts degree by completing a minimum of 4 units in biology, chemistry, computer science, geology, and/or mathematics.

Physics Minor (6 units)

1. Four departmental units:
 - a. Physics 101.
 - b. Three additional elective units in Physics.

- i. One course must be at the 200-level or above.
 - ii. No more than 1 total unit of Physics 300, 390, and 395.
2. Supporting courses (2 units): Mathematics 110 and 115.

Engineering Core for 3-2 and 4-2 Programs (10 units)

1. Required courses (10 units), completed with at least a “C” average:
 - a. Two units of chemistry, including Chemistry 220 or 230, chosen with prior consent of advisor.
 - b. Two units of computer science.
 - c. Mathematics 110, 115, 290, and 201.
 - d. Physics 101 and 102.
2. Recommended courses:
 - a. Chemistry 220, 230, and 235 (for chemical engineering).
 - b. Economics 199 (required by some engineering schools).
 - c. Geology 100 or 110 (for civil engineering).
 - d. Mathematics 275 and/or 205 (required by some engineering schools).
 - e. Physics 210 (required by some engineering programs).
 - f. Physics 220 (required by some electrical engineering programs).
 - g. Physics 330 (for civil and mechanical engineering).
3. Twenty-three units of Beloit credit (for 3-2 program), at least 16 of which are in residence.
4. Completion of all remaining Beloit College degree requirements.
5. Any additional courses required for admission to the engineering institution.
6. Attainment of an engineering degree from an ABET-accredited institution, with at least a “C” average in the engineering college. Courses and grades from the engineering institution are transferred to Beloit and are counted into the student’s Beloit College grade point average, for purposes of requirements and honors.

Engineering Program (4-2)

Students opting for the 4-2 program must complete a non-engineering Beloit major (such as chemistry, math, or physics, but the degree can be in any major), including the minimum 31 units of Beloit credit; students will receive their Beloit degree before matriculating at the engineering school. Students must complete the engineering core to be certified by the Beloit liaison to an affiliate school. Students then follow a two-year program of study at an ABET-accredited engineering institution, leading to either a B.S. or an M.S. degree in engineering.

Students will receive a bachelor’s degree from Beloit with the Beloit major listed on their transcripts. The “engineering program” major will not be listed on the transcripts.

Ordinarily a student will need to choose between 3-2 and 4-2 by the end of their sophomore year, since the requirements of a Beloit major must be met for the 4-2 program.

Note: *Financial aid criteria and award packages do not “transfer” from Beloit to an engineering college. A student must apply and qualify separately at the engineering college. Applying for financial assistance is generally a separate process concurrent with application for admission. A student who has graduated from Beloit before or while attending an engineering college (e.g., a student on the 4-2 program) is no longer an undergraduate, and undergraduate need-based financial aid will usually not be available subsequently at the engineering college. Graduate study is normally funded with assistantships or fellowships.*

Engineering Program Major (3-2)

The engineering program major (3-2) requires only 23 units of Beloit credit, but it also requires completion of an engineering degree from an ABET-accredited institution. All other Beloit College degree requirements except for the 31-unit requirement must be met, and students do not receive their Beloit degree until the engineering school certifies the engineering degree.

All students should plan to complete three years of study before matriculating to an engineering school. Some engineering schools require three full academic years of liberal arts study even if the engineering core requirements have been completed sooner, and some engineering schools only allow students to matriculate in the fall. Students *may* take a fourth year at Beloit College and still participate in a 3-2 Program.

Students must complete the engineering core, even if they opt for a second major at Beloit. It is sometimes possible to count some of the courses completed during the two years of engineering school toward the requirements of a second Beloit major; for example, an engineering course in fluid dynamics might count towards a Beloit physics major, and an engineering course in petroleum chemistry might count towards a Beloit chemistry major. Students must consult with the department of the second major in determining what will transfer back and count toward the requirements of the second major.

Most students are expected to complete the Experience requirement while at Beloit. With prior consultation with the Beloit engineering advisor, it is occasionally possible to complete the Experience requirement at the engineering school; planning for this must be done in advance.

Students will receive a bachelor's degree with an "engineering program" major from Beloit College upon successful completion of the dual-degree program. Students who also complete an additional Beloit major will have both the "engineering program" major and the second major listed in their transcripts.

Physics & Astronomy Courses

PHYS 101. General Physics I (1). An introduction to the fundamental concepts of classical mechanics: Newton's laws, conservation of momentum and energy, and oscillatory and rotational motion. Students planning to take additional physics courses should take Mathematics 110 concurrently with Physics 101. Four hours of classroom work and two hours of laboratory work are required each week. (4U) Offered each fall. Prerequisite: high-school mathematics, including trigonometry.

PHYS 102. General Physics II (1). A continuation of Physics 101. Introduction to geometric optics, electric circuits, and electric and magnetic fields. Four hours of classroom work and two hours of laboratory work are required each week. (4U) Offered each spring. Prerequisite: Physics 101 and Mathematics 110 or 115.

PHYS 130. Introduction to Astronomy (1). An introduction to modern astronomy, with emphasis on the development of planetary, stellar, and galactic systems. Study of the observations and physical laws that lead astronomers to our current understanding of the Solar System and Universe. Evening laboratories include outdoor observations using binoculars and telescopes, as well as indoor activities using planetarium software and astronomical datasets. Four class hours per week. (4U) Offered occasionally.

PHYS 200. Topics in Astronomy (.5, 1). An in-depth development of a selected area from the realm of modern astronomy. Examples of topics: cosmology, exoplanets, astrophysical disks. Offered occasionally. (1S) Prerequisite: Physics 101 or 130 and facility with high-school algebra and trigonometry. Depending on the topic, other courses may be required.

PHYS 210. Modern Physics (1). An introduction to the special theory of relativity, early quantum theory, and non-relativistic quantum mechanics. Application of these ideas to selected topics in atomic, nuclear, and condensed matter physics. The laboratory will require independent use of advanced equipment and statistical analysis of data. Offered each fall. Prerequisite: Physics 101 and Mathematics 115. Physics 102 recommended.

PHYS 220. Applied Electronics (1). A survey of electronics concepts commonly found in engineering and modern technology. The course covers foundational material of the passive devices of resistors, capacitors, and inductors; complex impedance notations; Thevenin and Norton equivalent elements; and idealized amplifier concepts. The central part of the course works with feedback circuits. The final part of the course

considers nonlinear devices with PN semiconductor junctions, transistors, and small and large signal transistor circuits. The course consists of both lab-centered practical circuit analysis and computer-simulated circuit analysis. Offered even years, fall semester. (1S) Prerequisite: Physics 102 and Mathematics 110.

PHYS 235. Nuclear and Particle Physics (1). Relativistic dynamics, nuclear models, nuclear decay and reactions, high energy physics, elementary particles. Offered occasionally. Prerequisite: Physics 210 and Mathematics 290.

PHYS 260. Topics in Physics (.5, 1). An in-depth development of a selected area of physics. Examples of topics: general relativity, fluid dynamics, plasma physics. May be repeated for credit if topic is different. Offered occasionally. (1S) Prerequisite: Depends upon the topic.

PHYS 300. Research (.5, 1). Research project conducted by a student with supervision by a faculty member. Projects may include a laboratory investigation, a design study, or other work in applied physics or astronomy. The work must be documented, and a final report suitable for publication is required. Prerequisite: Physics 210. Consent of faculty supervisor and department chair.

PHYS 330. Classical Mechanics (1). Dynamics of particles and rigid bodies, oscillatory motion, variational methods, Hamilton's principle, Lagrangian dynamics, systems with many degrees of freedom. Both analytical and numerical techniques are utilized. Offered odd years, spring semester. Prerequisite: Physics 101 and Mathematics 290.

PHYS 335. Computational Physics (1). An applied course in numerical methods and computational techniques related to problems in the natural sciences and engineering. Systems of equations, integration, differential equations, and parallel techniques will be examined within the framework of spreadsheets and structured programming. Error analysis and run-time will be addressed. (CP) Offered even years, fall semester. Prerequisite: Physics 101, Mathematics 110 or 115, and some previous computer experience. Recommended: Mathematics 115 and 290 and a course in computer programming.

PHYS 340. Electromagnetism (1). Classical field theory. Maxwell's equations, waves and radiation, fields in continuous media; relativistic considerations. Offered odd years, fall semester. Prerequisite: Physics 102 and Mathematics 290.

PHYS 345. Advanced Experimental Physics (1). A course in experimental physics beyond the level of the 200-level courses. Students carry out several experiments that elucidate the principles studied at the 300-level, and design and carry out experiments of their own. Typical experiments include nuclear coincidence experiments, electron spin resonance, the Faraday effect, shot noise determination of the electron charge, the Zeeman effect, and holographic testing. (CP) Offered odd years, spring semester. Prerequisites: Physics 210 and Mathematics 290.

PHYS 350. Quantum Mechanics (1). Foundations and mathematical techniques of quantum mechanics, including variational methods and perturbation theory; applications to atomic, molecular, and nuclear structure and processes. Offered even years, fall semester. Prerequisites: Physics 210 and Mathematics 290.

PHYS 385. Senior Thesis (.5). Group and individual guidance on methods of writing a comprehensive paper, composed of critical evaluation of a topic or original research in consultation at various stages of revision with a primary and secondary faculty reader. This course is required to be considered for honors in physics. Offered each semester, on demand. (CP) Prerequisite: senior standing in physics, and prior approval of a thesis advisor.

PHYS 390. Special Project (.5, 1). Independent library research or independent theoretical work in physics, astronomy, or a cross-disciplinary area involving physics or astronomy. Prerequisite: at least 2 units of physics and sophomore standing. Mathematics 290 recommended.

PHYS 395. Teaching Assistant in Physics (.25, .5). Work with faculty in classroom and laboratory instruction. Graded credit/no credit. Prerequisite: sophomore standing. Consent of faculty supervisor and the chair of the department.

Political Science

The department of political science seeks to make the study of politics and international relations an integral part of the liberal education of Beloit students, providing them with a coherent, comprehensive introduction to the discipline of political science.

To further these purposes, faculty actively engage in the political world and scholarship about it, and the department offers courses that encourage the thoughtful consideration of political aims, institutions, processes, and problems. These include the exploration of power, conflict, peace, citizenship, and justice from diverse perspectives. Introductory courses are designed to equip students for responsible, effective participation in civic life and public affairs in local to global contexts.

For majors or minors, the department offers opportunities for more specialized study in government and politics as a foundation for graduate education and future vocations in law, government, journalism, teaching, activism, and other public service careers. The department works to strengthen the college as a whole by participating responsibly in its intellectual life, its core programs, and through service.

Political Science Faculty

- Beth Dougherty
- Klara MC Fredriksson
- Gregory Koutnik
- Pablo Toral
- Ron Watson

Political Science Major (13 units)

1. Nine departmental units (5 of which must be taken at Beloit College):
 - a. At least 1 unit from each of the four subfields:
 - i. U.S. politics: 110, 215, 216, 221, 225.
 - ii. Comparative politics: 130, 236, 237, 248, 249, 250, 251, 255, 261, 265, 270, 272, 273.
 - iii. International relations: 160, 237, 246, 250, 255, 262, 270, 273, 275.
 - iv. Political theory: 180, 280, 285, 287.
 - b. One unit from Political Science 310, 330, 380, 386, or Interdisciplinary Studies 375.
 - c. Four additional units in political science.
 - d. No more than 3 units at the 100-level may count toward the major.
2. Supporting courses (4 units):
 - a. One unit in economics.
 - b. One unit in history.
 - c. Two units from Philosophy 100 (logic), any (non-native) language, or any statistics (including Political Science 201 if taken as a 10th political science unit).
3. An experiential learning activity that might include an internship, off-campus study semester, honors project, or research special projects, as approved by the advisor.
4. Students are strongly encouraged to develop an area of thematic emphasis in their course of study.
5. Writing/communication requirement: Political science majors are expected to be proficient in multiple modes of writing, including the different kinds of work involved in research oriented projects, close textual exegesis, policy analysis, and other forms of writing related to applied politics, such as position papers and reports. Our curriculum is structured with an eye toward introducing students to each of these forms of writing, and graduating seniors should have encountered each of them in fulfilling their major requirements. In addition, our capstone seminars (300-level courses) seek to provide students

with a sustained research and writing project.

Political Science Minor (6 units)

1. Six units of political science, with no more than 3 at the 100-level.

Political Science Courses

POLS 110. U.S. Federal Government and Politics (1). Introduction to U.S. government and politics at the national and state levels. Provides background on guiding principles, constitutional guarantees, the federal system, major institutions, and mechanisms that link citizens to officials. Covers both federal and state levels and their interaction in topics such as elections and political executives, which include the president and governors. Illustrative use of public policy materials, especially health policy, as well as current events and issues. Serves as a basic course for any student wishing to gain a foundation in U.S. politics and as the prerequisite for many courses in the American politics subfield. (3B) Offered each semester.

POLS 160. International Politics (1). Introduction to the workings of the international political and economic systems from both a practical and theoretical perspective. Offers a brief history of the key events which have shaped international politics, introduces the major theoretical approaches of the discipline, and explores mechanisms for conflict and cooperation. (3B) Offered each semester.

POLS 180. Introduction to Political Thinking (1). Introduction to political philosophy through consideration of the enduring question: What is justice? Investigates responses offered by ancient thinkers and those of the early modern period in order to examine the historical development of political theory in the Western tradition. Additional topics of inquiry include: the possibilities and limits of power, freedom, property, and the good society; the relationship between religion and politics; as well as the philosophic presuppositions about human nature and social responsibility that underlie the ancient and modern perspectives. Emphasis on close readings of philosophical texts, critical analysis, and class discussion. (5T) Usually offered every year. Open to first-year and second-year students only.

POLS 201. Research Methods in Political Science and Health (1). This course offers an overview of research methods used in health and political science research. Course objectives will include an introduction to basic statistical concepts and research design; the course will also emphasize the use of STATA statistical software for production of various statistical output (ANOVA, odds ratios, bivariate and multivariate regression analyses). (3B) (Also listed as Health and Society 201.) Prerequisite: none, but Political Science 110 or higher recommended.

POLS 205. Comparative and International Perspectives in Education and Youth Studies (1). In this seminar, we explore comparative and international perspectives on education and youth studies by focusing on readings that primarily address comparative methodology, including the questions, what is comparative education, and why and how we compare. A prominent theme in our reading is globalization and localization, what it means and how it influences our intellectual and social landscapes, our teaching and research approaches, how we borrow and lend educational ideas, and the way we are connected to each other. We explore how particular kinds of comparative literature might shape public policy as well as our teaching and learning. Through a close examination of comparative methodologies and reading of case studies from different cultures and societies, students learn to position domestic issues on youth and education such as language, inclusion, choice, race/ethnicity, class, gender and beyond, in the global context. We also aim to draw implications for the improvement of policies related to teacher education and curriculum and pedagogy from international comparisons. Our class is largely discussion based with class participants responsible for guiding our analyses of case studies and comparative methodology in part by sharing weekly reading response and through group presentation projects. The class also incorporates other multi-media sources such as podcasts and videos to help enrich our understandings of the issues we study. (3B) (Also listed as Education and Youth Studies 201 and Critical Identity Studies 267.) Offered each fall.

POLS 210. Sustainable Cities (1). According to estimates by the United Nations, by 2030 the share of the world's population living in urban areas will reach 60%, with the fastest growing cities located in low-income countries. This course examines the social, economic, and environmental dimensions of sustainability in cities. Policies and programs that try to address the challenges of sustainability within the United States and around the world are studied and compared. Some of the major themes explored in the context of the

sustainability of cities are indicators of sustainability, demographic trends, environmental justice, green building, urban sprawl, global climate change, and sustainable energy and transportation policies. (Also listed as Environmental Studies 210.) Offered in alternate years. Prerequisite: at least sophomore standing and any declared major.

POLS 211. Poverty, Punishment, and State Control (1). This course provides an overview of the topics of poverty, punishment and state control. This includes an introduction to and dive into the concept of state control and capacity, and foundational readings on how the government interacts with its marginalized populations. Ordered around three major texts on how the state governs, punishes and disciplines the poor, this course also extends these themes to the rights of other vulnerable populations. These topics include chattel slavery, immigration, and bodily autonomy. Additionally the course covers concepts of abolition, and the way that people respond to government authority. Students develop their skills in reading and writing critically, and discussing political ideas. Prerequisites: sophomore standing, Political Science 110.

POLS 212. U.S. Health Policy and Politics (1). An overview of health policy and politics in the United States. Course examines the U.S. health care system, its politics, organization, and the financing of health services. It explores how federalism shapes the system and compares it with other industrialized countries. It also examines the social or non-medical determinants of health, and the limits of what health care alone can accomplish. Health disparities among ethnic and social groups feature centrally throughout. (3B) (Also listed as Health and Society 212.) Prerequisite: Political Science 110 or higher or sophomore standing.

POLS 213. Politics of Space and Place (1). This course provides an overview of the role that geography plays in political processes. This includes the sources of and consequences of segregation, both de jure and de facto. Students also cover the role of the city as a stratifying force by race and class, and processes of gentrification and public good provision. Finally, students discuss how space and place affects policing, incarceration, electoral representation and attitude formation. Prerequisites: Political Science 110 and sophomore standing. Also taught as Sociology 213.

POLS 214. Race and Ethnicity in America (1). This course addresses the issues of race and ethnicity in American politics through two lenses: the crafting and implementation of domestic policies (such as welfare, education, and the criminal justice system) and the framing of political decisions. After an introduction to historical, sociological, and psychological approaches to the study of race and ethnicity, we apply these approaches to studies of American public policy. The course then transitions, examining the explicit and implicit racialization of political decisions. Throughout the course, students consider the role of institutional design, policy development, representation, and racial attitudes among the general public in shaping the American political environment. (3B) Offered alternate fall terms. Prerequisites: Political Science 110, 130, 160, or consent of the instructor.

POLS 215. U.S. Parties, Campaigns, and Elections (1). Investigates the nature and functioning of political parties and elections, and their roles in representative government. Special attention given to campaigns, with fieldwork required. Offered even years, fall semester. Prerequisite: Political Science 110 or 160 or consent of instructor.

POLS 221. Topics in Public Law (1). Selected topics or problems in public law, legal theory, or the history of law. Particular focus of the course will be announced before registration. May be repeated for credit if topic is different. Prerequisite: sophomore standing or consent of instructor.

POLS 225. U.S. Constitutional Law (1). An introduction to the study of law and the judicial process, with special emphasis on legal questions pertaining to the judicial, legislative, and executive powers in the federal government, as well as intergovernmental relations; federalism; economic and substantive due process; equal protection as it pertains to race and gender; freedom of speech; and freedom of religion. Emphasis on critical analysis of Supreme Court cases, class discussion, and crafting original legal arguments for a moot court exercise. Offered each year. Prerequisite: sophomore standing or consent of instructor.

POLS 230. Comparative Health Systems (1). This course provides an overview of comparative health systems. Health care systems in both rich and poor countries throughout the world are examined, including their facilities, workforces, and technology and equipment. Students in this course evaluate the performance of these systems in terms of cost, quality, access, and other issues. (Also listed as Health and Society 230.) Prerequisite: sophomore standing and one health and society or political science core course, or instructor approval.

POLS 237. International Law and Organization: European Union (1). A review of the history of the European Union (EU). Addresses the politics of identity, such as the meaning of being European and the challenge of nationalism, treaty law, and integration theories. Includes a simulation of an EU summit. Offered occasionally. Prerequisite: Political Science 160 or consent of instructor.

POLS 246. International Political Economy and the Environment (1). This course analyzes the key actors and institutions that shape economic globalization, such as the World Bank, the International Monetary Fund, the World Trade Organization, multinational enterprises, governments such as the United States, China, the European Union, Japan, and the BRICS, and civil society, especially nongovernmental organizations. Examines the impact of globalization on trade, investment, finance, technology, development, and sustainability. This course fulfills one of the requirements for the international political economy major. (Also listed as Environmental Studies 246.) Offered even years, spring semester. Prerequisite: Political Science 160 or consent of instructor.

POLS 255. US Environmental Law and Policy (1). This course has a strong practical focus to help students develop skills for careers in sustainability. Students will work in groups on a semester-long sustainability project on campus and a simulation of a climate change summit. They learn about different ecologies, as well as the actors, institutions, and key issues in environmental policy-making, from the local level to the global, with special focus on climate change, class, environmental racism, environmental justice, activism, and empowerment. This course fulfills one of the requirements for the environmental studies major and minor. (3B) (Also listed as Environmental Studies 255.) Offered every spring semester. Prerequisite: any 100-level Political Science or Environmental Studies course, Health and Society 140, or consent of instructor.

POLS 257. International Politics of Climate Change (1). This course introduces the students to climate change governance by focusing on the workings of the “International Regime for Climate Change.” It is organized around three sections. The first section explains “international regimes” (IR) and uses the IR for climate change as a case study, focusing on its key principles, rules, actors, and decision-making procedures. The second section takes a comparative approach to afford the students the opportunity to see how national societies are affected by climate change and addressing it. The third section is a simulation of the annual Conference of the Parties sponsored by the United Nations Framework Convention on Climate Change (UNFCCC). (Also listed as Environmental Studies 257.) Prerequisite: Political Science 110, 130, 160, or 180.

POLS 259. Environmental Political Theory (1). What should society’s relationship with the environment look like, and why? Who should decide what it will be, and how? This course explores the conceptual debates, value judgments, and political controversies surrounding environmental issues. Students are encouraged to develop their own visions for the proper relationship between human society and the environment in the 21st century by reading and discussing texts across the history of environmental political thought from varying political and philosophical perspectives. Also listed as (Environmental Studies 259.) Prerequisites: At least one prior Political Science or Environmental Studies course.

POLS 262. Human Rights Seminar (1). The study of international human rights. Topics include the role of the United Nations and nongovernmental organizations; the position of women and gender-based cultural practices; refugees and asylum practices; labor practices; the death penalty and juvenile justice; health and human rights; indigenous peoples; civil and political liberties; and economic rights. Offered every third semester. Prerequisite: Political Science 130 or 160, or consent of instructor. Preference given to third- and fourth-year students.

POLS 263. Politics of Mass Atrocities (1). This seminar examines the causes and consequences of extraordinary political evil at the level of the individual, focusing on genocide, crimes against humanity, war crimes, torture, and disappearing. The case studies are Argentina, Bosnia, Cambodia, Rwanda, and Sierra Leone/Liberia. Students consider a number of questions, including: Why do people commit evil acts, such as genocide or torture? What are the effects of committing such crimes on the people who perpetrate them and on the society they serve? How do individuals endure suffering caused by political evil? What responsibilities do bystanders have? What methods might be available to help individuals and societies recover from mass atrocities? Prerequisite: Political Science 130 or 160, or permission of instructor.

POLS 264. Human Rights Advocacy (1). This course introduces students to the strategies, techniques, and tactics human rights organizations (HROs) and individual activists use to defend and promote human rights and enact positive change. Students explore these topics through theoretical readings, detailed case studies, practical workshop exercises, and alumni career talks. Using the lens of Beloit's integrated learning outcomes (ILOs) - productive collaboration, effective communication, creative problem-solving, and intellectual and professional agility - students also work on identifying and strengthening professional skills that are critical to careers in the human rights field. (3B)

POLS 265. Nationalism and Ethnic Politics (1). An exploration of the central concepts and theoretical debates surrounding nationalism and ethnic politics. Study of the meaning of the "nation," the construction of national identity, the sources of ethnic conflict, secession, intervention, the management of protracted social conflict, and conflict resolution. (3B) Prerequisite: Political Science 130 or 160, or consent of instructor.

POLS 270. Topics in Middle East Politics (1). Topics include: the politics of West Asia, focusing on Iran, Iraq, Afghanistan, and Turkey; the Israeli-Palestinian conflict; and the political processes of Mideast states, emphasizing identity, religion, social groups, economic development, and prospects for democracy. May be repeated for credit if topic is different. (3B) Offered fall semester. Prerequisite: Political Science 130 or 160, or consent of instructor.

POLS 272. Topics in Latin American Politics (1). A comparative study of the political systems of the countries of Latin America and the Caribbean. Reviews topics such as the consolidation of democracy, weakness of the party system, presidentialism, populism, patrimonialism, good governance, sustainable development, civil-military relations, the politics of identity (gender, race, ethnicity), religion, the diversity of political histories, cultures, and traditions, and foreign policy. This course fulfills a requirement for the Latin American and Caribbean studies minor. May be repeated for credit if topic is different. (3B) Offered in alternate years. Prerequisite: Political Science 130 or 160, or consent of instructor.

POLS 280. Classical Justice (1). An examination of classical political philosophy through the study of Plato's and Aristotle's most influential political texts. Considers questions pertaining to justice, virtue, freedom, equality, gender, the purpose and scope of political authority, citizenship, education, poetry, as well as the relationship between the philosophical individual and the political community. Emphasis on critical analysis of ancient philosophical texts and class discussion. (5T) (Also listed as Philosophy 280.) Offered odd years, fall semester. Prerequisite: Political Science 180 or sophomore standing.

POLS 285. Modern Political Theory (1). An examination of the revolutionary challenge to classical and medieval political philosophy posed by such writers as Machiavelli, Hobbes, Locke, Rousseau, Burke, Marx, and Nietzsche. Broad themes include: the question of human nature, the possibilities and limitations of social contract theory, the concept of property and its implications, the nature of rights and duties, as well as the meaning of human freedom and equality. (Also listed as Philosophy 285.) Offered each spring. Prerequisite: Political Science 180 or sophomore standing.

POLS 287. U.S. Political Thought (1). Study of the development of North American political ideas through critical analysis of the writings of intellectuals and political leaders from the American founding to the present. Possible authors include Jefferson, Madison, Hamilton, Tocqueville, Lincoln, Douglass, Anthony, Stanton, Addams, Dewey, Croly, Roosevelt, Kirk, Chomsky, and others. Emphasis on textual analysis and class discussion. Offered even years, fall semester. Prerequisite: Political Science 180 or sophomore standing.

POLS 295. Studies in Politics (.5, 1). Selected topics or problems in government and politics or in relating political studies to other disciplines. The focus selected for a particular offering of the course will be announced before registration. May be repeated for credit if topic is different. Prerequisite: Political Science 110, 130, or 160, depending on topic, or consent of instructor.

POLS 310. Political Science Senior Seminar (1). Capstone course that requires a major original research paper. A seminar on a specified theme in political science. Students read and discuss relevant literature, undertake an independent research project on a topic of their choice, and present their results to the seminar. (CP) Prerequisite: junior or senior standing, any 100-level political science course, and any 200-level political science course.

POLS 330. Studies in Comparative Politics (1). Capstone course that examines a particular theme applied to various regions and countries of the world across time and space. Students will develop their own major research paper on a country or theme and will present that paper in class. Potential topics might include: electoral and party systems; comparative East Asian foreign policy; comparative African politics; law and development; comparative judicial politics; and the interrelationship of American and Chinese politics. (CP) Offered occasionally. Prerequisite: junior or senior standing and 2 courses in comparative politics.

POLS 380. Political Theory and Public Law: Research Seminar (1). Capstone seminar for students interested in political theory or public law. Emphasis on preparing students' written work for conference presentation and publication. Includes seminar presentations and peer review. Particular focus of the course will be announced before registration. (CP) Usually offered each year. Prerequisite: junior or senior standing and at least one 200-level law or political theory course.

POLS 386. Studies in Comparative Political Thought (1). Capstone course that examines a particular theme, applied to various thinkers and countries of the world across time and space. Students will develop their own major research paper on a particular thinker or country and will present that paper in class. Potential themes include: comparative dissent; anarchism as theory and movement; comparative utopian thought; Chinese political thought; and political ideology in fiction. (CP) Offered occasionally. Prerequisite: junior or senior standing and 2 courses in political theory and/or comparative politics.

POLS 390. Special Project (.25 - 1). Individual research or reading projects for superior students under departmental guidance. Prerequisite: available, with consent of the department, to political science majors with a B average in political science.

POLS 395. Teaching Assistant (.5). Work with faculty in classroom instruction. Graded credit/no credit.

POLS 396. Teaching Assistant Research (.5). Course and curriculum development projects with faculty.

Psychology

Psychology is the science of mind, behavior, and experience. Although psychology is a relatively new science, it already concerns itself with an astonishing variety of phenomena. Some border on biology and chemistry; others touch on anthropology and sociology.

Beloit's curriculum acquaints students with the major subfields of psychology—developmental, experimental, personality, and social. Faculty involve students in the theories, methods, evidence, and practice of psychology, and they work toward liberal education in the discipline rather than technical preparation in a particular brand of psychology. Consequently, students learn how to pose meaningful questions about human behavior and how to explore those questions using the methods of psychological science.

Psychology Faculty

- Stephanie Carey
- Suzanne Cox
- Allison Nickel
- Kathryn Taber
- Isaac F. Young

Psychology Major (12 units)

Up to 3 units of credit in psychology may be taken at another institution and applied toward psychology requirements with permission of department.

1. Ten departmental units (at least 7 of which must be taken at Beloit):
 - a. Core courses (3 units): Psychology 100, 161, and 162.
 - b. Developmental psychology: 1 unit from Psychology 210, 215, or 225.
 - c. Experimental psychology: 1 unit from Psychology 230, 235, or 240.
 - d. Personality and abnormal psychology: 1 unit from Psychology 250 or 252.
 - e. Social and cultural psychology: 1 unit from Psychology 260 or 265.
 - f. Capstone courses and experiences: 2 units from Psychology 300-385.
 - g. One additional elective unit in psychology.
2. Supporting courses (2 units): Chosen in consultation with the major advisor, 2 units of coursework outside the department that address concepts, issues, and/or methods relevant to psychologists and the student's academic and career goals. No more than 1 unit can be completed before the major has been declared.
3. Writing/communication requirement: The department of psychology recognizes the importance of oral and written communication and helps its students develop these skills within a disciplinary context. Students in psychology courses learn to read and interpret the results of psychological studies. They also learn to report the results of psychological studies, orally and in written form.

Psychology Major Rationale

Twelve units consisting of 3 units of required core courses, 5 units of breadth courses in the department, 2 units of departmental capstone credit, and 2 units of supporting coursework in disciplines other than psychology.

The core courses ensure that each student has a thorough understanding of key issues and concepts in the discipline, as well as methods used by research psychologists. A course drawn from each of four clusters I.b.-I.e. ensures that each student will complete a breadth course in each of the primary subfields of psychology.

An additional elective in psychology, chosen from courses offered at Beloit College (1. a-1.j) or elsewhere, gives students more flexibility to achieve breadth.

Capstone courses at the 300-level, including advanced topics seminars, practicum experiences, and senior thesis (for invited students), offer opportunities to explore more focused topics in depth and to apply skills gained throughout the major to experiences outside the classroom.

Supporting courses from outside the department ensure that each student explores other disciplines that investigate questions about mind and behavior.

Psychology Courses

PSYC 100. Introduction to Psychology (1). This course introduces students to psychological issues and phenomena. A wide range of representative topics acquaints students with the methods and content of the field. (3B) Offered each semester.

PSYC 161. Research Methods and Statistics I (1). This is the first course in a two-course sequence designed to examine the statistical concepts and research strategies used by psychologists. Students learn how to (a) analyze and interpret psychological data, (b) design and conduct psychological studies, (c) evaluate the validity of claims made by researchers, and (d) communicate research procedures and findings. This course emphasizes topics including ways of knowing, research ethics, observational and survey methods, descriptive statistics, graphing, and the concepts of reliability and validity. Students are introduced to the data analysis software SPSS and to writing with APA style. Offered each semester. Prerequisite: Psychology 100 and sophomore standing, or consent of instructor.

PSYC 162. Research Methods and Statistics II (1). This is the second course in a two-course sequence designed to examine the statistical concepts and research strategies used by psychologists. Students learn how to (a) analyze and interpret psychological data, (b) design and conduct psychological studies, (c) evaluate the validity of claims made by researchers, and (d) communicate research procedures and findings. In this course, students review key concepts from Psychology 161 and examine new topics such as experimental and quasi-experimental designs, and inferential statistics. They also continue to develop their skills in using SPSS and writing in APA style. Offered each semester. Prerequisite: Psychology 100, and Psychology 161 or Biology 247; or permission of the instructor.

PSYC 207. Political Psychology of Identity (1). This course introduces students to the interdisciplinary field of political psychology with a focus on exploring the various foundations of social identity and the implications of these identities for political outcomes in the United States. Throughout the semester, students compare the influence of different identities and examine the psychological and political implications of social identities. The class focuses on three key identities: partisan identity, gender, and race. (Also listed as Political Science 207.)

PSYC 210. Life-Span Developmental Psychology (1). This course examines the physical, social, and cognitive changes that occur between conception and older adulthood. A wide range of issues will be addressed, such as the contributions of genetics and the environment, gender differences, family and interpersonal relations, career development, retirement, and death. Includes at least 15 hours of field experience. (3B) Offered each year. Prerequisite: Psychology 100.

PSYC 215. Child Growth and Development (1). This course examines growth and development from conception through adolescence. Differing theoretical perspectives in developmental psychology (e.g., cognitive, psychodynamic, social contexts, etc.) are addressed. Includes at least 15 hours of field experience. (3B) Offered occasionally. Prerequisite: Psychology 100 and sophomore standing.

PSYC 225. Psychology of Women (1). This course examines theoretical viewpoints on the development of gender identification and gender-typed behavior; research evidence for the existence/non-existence of gender differences; female social development across the life span; psychological aspects of women's roles in the family and in the workplace; clinical issues relevant to women, such as depression and eating disorders; and additional topics selected by class members. Includes at least 15 hours of field experience. (3B) Offered occasionally. Prerequisite: Psychology 100.

PSYC 230. Biological Psychology (1). This course is an introduction to the biological bases of behavior. Students develop a basic knowledge of brain anatomy, physiology, and pharmacology. This knowledge is then integrated and applied to many topics, such as sleep and arousal, food and water intake, learning and memory, aggression, sexual behavior, and psychological disorders. Offered most years. Prerequisite: Psychology 100; an introductory biology course is strongly recommended.

PSYC 235. Sensation and Perception (1). This course examines the anatomy and function of human sense organs. Different theories of perception are presented, and the interrelationships between physical stimuli, physiological events, and psychological perceptions are addressed. (3B) Offered occasionally. Prerequisite: Psychology 100.

PSYC 239. Psychology and Law (1). This course examines the ways in which psychology can enhance our understanding of the American legal system, assist in the solution of legal problems, and contribute to the development of a more humane and just legal system. Topics considered include criminal responsibility, mental health law, eyewitness identification, children's testimony, prediction of violence, jury decision-making, psychological consequences of incarceration, and capital punishment. Contributions of other disciplines (e.g., sociology, politics, communications) also will be addressed. (Also listed as Interdisciplinary Studies 239.) Prerequisite: sophomore standing.

PSYC 240. Memory and Cognition (1). This course examines some of the mental processes involved in human behavior. General issues to be covered include the accuracy of memory, problem solving, decision making, and the rationality of thought processes. Specific topics such as selective attention, subliminal perception, neurological bases of memory, and effects of aging will be discussed. (3B) (Also listed as Cognitive Science 240.) Offered each year. Prerequisite: Psychology 100.

PSYC 250. Personality Psychology (1). This course investigates different empirical approaches to the study and understanding of human personality, including historically important and current conceptualizations of personality. Topics include the definition and measurement of personality; biological and cultural aspects of personality; psychoanalytic, cognitive, and behavioral perspectives; gender differences; and personality disorders. (3B) Offered each year. Prerequisite: Psychology 100.

PSYC 252. Psychological Disorders (1). This course examines psychological disorders from the four major theoretical perspectives: biological, psychodynamic, cognitive, and behavioral. It also explores the etiology, diagnosis, and treatment of mental illness and the role of the mental health professional. Other topics include the definition of mental illness, cross-cultural issues in diagnosis, and ethical issues. (3B) Offered each year. Prerequisite: Psychology 100.

PSYC 260. Principles of Social Psychology (1). This course examines the ways in which an individual's thoughts, feelings, and behaviors are influenced by social situations. Topics include social perception and attribution processes, attitude formation and change, majority and minority influence, altruism, aggression, interpersonal attraction, small group dynamics, and intergroup relations. (3B) Offered each year. Prerequisite: Psychology 100 or Sociology 100.

PSYC 265. Cross-Cultural Psychology (1). This course investigates universal and culturally variable features of psychological phenomena. Topics include cross-cultural research strategies, perception and cognition, psychosocial development and parenting styles, moral reasoning, intercultural communication, emotional experiences, and psychopathology. (3B) Offered each year. Prerequisite: sophomore standing and either Psychology 100 or Anthropology 100.

PSYC 285. Selected Topics in Psychology (.5, 1). This course examines selected topics in psychology that reflect particular interests and experience of the instructor. May be repeated for credit if topic is different. Prerequisite: Psychology 100. Other courses may be required, depending on the topic.

PSYC 300. Perspectives in Psychology, Past and Present (1). Psychological theories, methods, and knowledge are generated within a particular historical and cultural context. They also change and evolve over time. In this capstone course, students investigate major theoretical approaches, controversial issues, and new developments in the discipline of psychology, from the time of Descartes to the present day. They come to understand how disparate subfields within psychology are connected to each other by common historical roots—and how contemporary psychological knowledge has been shaped by forces and individuals inside and outside of psychology. Students also become familiar with psychology's heroes, scoundrels, intellectual achievements, and costly errors. (CP) Offered occasionally. Prerequisite: Psychology 162, two 200-level courses, and junior or senior standing.

PSYC 305. Applied Developmental Psychology (1). This capstone seminar is an advanced exploration of the various ways developmental theory and research promote positive developmental outcomes in individuals and their families and communities. The course focuses on the application of developmental and clinical psychology in applied interdisciplinary settings such as schools, hospitals, medical clinics, and group practices. Topics addressed will include research-theoretical and clinical-practical approaches to preventing developmental psychopathology and to enhancing the lives of children and families whose health is compromised by physical, social, or emotional challenges. May include some field experience. (CP) Offered occasionally. Prerequisites: Psychology 100, 162, and 210 or 215; Psychology 250 or 252 and an introductory health and society course strongly recommended.

PSYC 325. Psychology Practicum (1). Through hands-on engagement and academic reflection, this course provides students with the opportunity to further develop and apply their psychological knowledge in an area of personal and community interest. With the help of the instructor and community partners, students will complete a project or internship involving approximately six hours a week (approximately 70 hours over the course of the semester) working with and/or at an assigned field site in the local community. In addition, class meetings will focus on the development of professional skills and career planning, as well as discussion of the opportunities and challenges of putting psychology into practice. (CP) Offered most years. Prerequisite: Psychology 162 and senior standing; approval of department.

PSYC 360. Advanced Social Psychology (1). This capstone seminar is intended for juniors and seniors who have some background in social or cultural psychology and wish to gain a deeper understanding of major issues in the field. Students read and discuss classic and contemporary theory and research in social psychology, with special attention given to how ideas develop. They also design and put into action a strategy that aims to eradicate a specific problem or enhance the quality of life on campus. (CP) Offered occasionally. Prerequisite: Psychology 100, 162 (or a course in research methods), and either 260 or 265.

PSYC 365. The Psychology of Cultural Change (1). This course investigates the question “In what ways have psychological experiences changed (or in some cases, stayed the same) over time?”. By considering changes in the social and physical environments (e.g., increased technology use, greater residential mobility and urbanization, integration into global economies, etc.), this course explores how psychological processes are rooted in historical contexts. Content covered includes topics such as identity construction, belief systems, mental and physical health, and prejudice. This course also employs a decolonial psychological perspective in order to explore how psychology can best serve the needs of the modern, multicultural world. (CP). Prerequisites: Psychology 162 or alternative social science methods and statistics courses (e.g., Sociology 205), and Psychology 260 or 265, or permission of instructor.

PSYC 375. Psychotherapy (1). In this advanced capstone seminar, students and the instructor investigate the major types of psychotherapy, especially cognitive and behavioral therapies, including those specifically designed for criminal offenders and college populations and the treatment of drug and alcohol related disorders. Students will read, analyze, and critique scientific studies of therapeutic efficacy and lead a class on a therapy modality of their choosing. (CP) Offered approximately once every three semesters. Prerequisite: Psychology 162 and either Psychology 250 or 252, or consent of instructor.

PSYC 380. Senior Thesis (.5). Independent research by a superior student under faculty supervision. (CP) Prerequisite: by invitation.

PSYC 385. Advanced Topics in Psychology (.5, 1). This course examines advanced topics in psychology that reflect the particular interests and expertise of the instructor. May be repeated for credit if topic is different. (CP) Prerequisite: Psychology 100 and 162 (or a course in research methods). Other courses may be required, depending on the topic.

PSYC 390. Special Project (.25 - 1). Individual study under faculty supervision and/or research on a psychological topic selected by the student. Prerequisite: sophomore standing.

PSYC 395. Teaching Assistant (.5). Work with faculty in classroom instruction. Graded credit/no credit.

PSYC 396. Teaching Assistant Research (.5). Course and curriculum development projects with faculty.

Religious Studies

The Religious Studies program at Beloit College seeks not only to understand the lifeways of religious communities, past and present, local and global, but also to engage with those lifeways as resources for enriching and challenging our own conceptions of life and world.

Interdisciplinary coursework focuses on developing a deep understanding of different ways of knowing and living in the world and exploring their relationship to power structures and social identities. Students gain skills for intercultural and interreligious dialogue and understanding through investigating their own assumptions and practices in light of the lifeways of others.

Religious Studies Faculty

- Natalie Gummer
- Sonya Maria Johnson

Religious Studies Minor (6 units)

1. Religious Studies 101
2. Five additional units in RLST.
 - Some of these units may be fulfilled by courses focused on religion in another discipline (e.g., HIST 225, Renewal and Reform in Early Modern Europe, and HIST 264, Piety and Heresy in the Middle Ages) or as part of study abroad.
 - A maximum of one unit may be fulfilled by a course not primarily focused on religion, as long as the student does substantial work on a topic related to the study of lifeways seen as religious for the course. This option requires the approval of a religious studies advisor prior to the completion of the course.

Religious Studies Courses

RLST 101. Religion and Reality (1). Why is it that the ways of thinking and living that people call “religious” are often judged by outsiders to be potentially harmful forms of delusion, while those who adhere to those lifeways understand them instead as providing access to what scholar Robert Orsi calls “the really real”? The story of the ideas and events that led to this stark difference of opinion is deeply tied up with European notions of racial and civilizational superiority. This course explores that story and counter-narratives to it in order to assess the consequences both for the lives of people who identify as “religious” and for the ongoing power struggle over who gets to define reality and what forms of knowledge are granted legitimacy. (5T) Offered every year. Prerequisite: first-year or sophomore standing or consent of instructor.

RLST 205. Radical Empathy (1). This course challenges students to develop an empathic imagination by striving to understand the feelings of another across different social identities and experiences. Questions the course will explore include: How might we use our discomfort to grapple with and learn from our biases? How might we use our new understandings to become intellectually and professionally agile? How can we increase our ability to compassionately solve problems by prioritizing our shared humanity? Students will approach this topic through readings, daily reflections, film, and a final project to create alternative ways of seeing and interacting humanely across our differences. Offered every other fall semester. (5T) Prerequisite: Religious Studies 101 or Critical Identity Studies 101.

RLST 206. Decolonizing the Anthropology of Religion (1). This course reframes and decolonizes the study of the anthropology of religion by prioritizing how descendant communities organize their understanding of the sacred not as a bounded life category but rather as intimate to shaping their humanity and daily life practices. To accomplish this, students use writings of past and contemporary social thinkers who focus on “religion,” along with ethnographies, films, and class discussions. The evaluation is based on in-class participation, including active participation in class discussion, daily writing assignments, group presentations, and a final paper based on library research. (3B) Offered occasionally. Prerequisite: Religious Studies 101, Critical Identity Studies 101, or Anthropology 100.

RLST 240. Worldbuilding in Buddhist Narrative (1). This course explores how Buddhist narratives preserved in both the Theravada and the Mahayana literary traditions seek to create and transform worlds, with particular attention to the ritual cosmologies in which they developed and circulated. The course approaches this body of texts not only by examining the ways in which the interpretation of Buddhist sutras has been shaped by their diverse audiences, past and present, but also the ways in which these sutras actively seek to reshape audiences’ conceptions of themselves and the worlds in which they live, including ourselves and our world(s). Through this investigation of literary, performative, and historical approaches to the interpretation of Buddhist literature, the course will also look to the texts themselves as resources for expanding our conceptions of language and interpretive skills. (5T) Offered occasionally. Prerequisite: Religious Studies 101 or Critical Identity Studies 101.

RLST 280. Topics in Religious Studies (.5, 1). Topics important to the field of religious studies will be offered by the department to take advantage of faculty or student interest. May be repeated for credit if topic is different. Offered occasionally. Prerequisite: varies with topic.

RLST 301. Lifeways of Resistance in the Black Atlantic (1). This advanced-level course is structured to guide students in understanding the complexities of how sacred lifeways inspire social transformation within the Black Atlantic. African descendants, along with others who have marginalized social positions, have used such lifeways to inform strategies that assert identities which present alternative narratives to individual and collective subjugation. The course covers select geographic locations throughout the Atlantic as a way to expand how we think about the formation and implementation of national and racial projects and sustained efforts to resist social exclusions. (3B) Offered occasionally. Prerequisite: Critical Identity Studies 101.

RLST 309. Secularism and the Colonial Project (1). This seminar investigates the relationship between secularism and colonial systems of domination. Recent scholarship on secularism reveals its historical foundations in the colonial construction of religiosity as inferior to and opposed to modernity, rationality, progress, freedom, and a whole host of other “secular” values. Students explore the theoretical underpinnings of these arguments in order not only to better understand the construction of political, social, and personal realities, but also to recognize and critique their own assumptions through comparative study. In the process, students use these theoretical tools to analyze media representations, political documents, polemical writings, and campus norms. (Also listed as Anthropology 257.) Prerequisite: Critical Identity Studies 101 or Religious Studies 101 or Anthropology 100.

RLST 311. Curative Communities (1). This course focuses on the way different communities conceptualize illness and health, and the types of strategies they pursue to realign individual and community well-being. Students explore curative systems and the cosmic orientations that inform such practices through ethnographies, articles, book chapters, and videos. Some curative systems of focus include African-inspired traditions, Hindu-inspired traditions of the science of yoga and Ayurveda, Latin American variants of Curanderismo, and others. This course is not intended to be an exhaustive study of a full range of communities’ healing traditions. (5T) Offered every other year. Prerequisite: Religious Studies 101 or Critical Identity Studies 101.

RLST 315. Embodying Enlightenment (1). If “enlightenment” is a “cognitive” or “spiritual” state or achievement, why is it that it is strongly and repeatedly associated with particular forms of embodiment? This course explores this question cross-culturally, focusing on the story of the Buddha’s enlightenment and its intersection with “the Enlightenment” in modern Europe. The transformations of the Buddha biography make an especially compelling case study for this path of inquiry because the body of the Buddha has constituted such a central focus of the vastly different stories told about him in different places and times, including Modern Europe. As a result, students learn a lot about how ideals of embodiment are produced by looking at the ways in which stories of the Buddha’s enlightenment are intertwined with the triumphal story of white European Enlightenment and related colonial projects. (5T) Offered occasionally. Prerequisite: Religious Studies 101 or Critical Identity Studies 101.

RLST 325. Movements within the African Diaspora (1). This course is designed to engage concepts and theories associated with perspectives used to understand the complexities of the socio-historical, political, and sacred contexts that inform African-inspired expressive forms, with an emphasis on ritual and culture as related to the construction of religious realities. The course guides students to think critically about Africa and its diaspora, the forced and semi-forced dispersal of Africans and their descendants throughout the globe over time. The selections of readings, lectures, class discussions, films, and/or other materials are intended to assist students in expanding their understanding of the complexities of the topic. (3B) Offered occasionally. Prerequisite: Religious Studies 101 or Critical Identity Studies 101.

RLST 330. Rethinking Race and Identity in Cuba (1). This course examines how identity and race have been created within Cuba’s nation-making project from conquest to the twenty-first century. The course prioritizes studying identity creation by African descendants and others who have shared their social status. By focusing on the practices of these marginalized social actors, students have an opportunity to engage how distinct sacred lifeways provide alternative sites of social empowerment through identity-affirming practices. Students become familiar with different concepts and theoretical perspectives associated with examining Cuba as a multiracial society and how these insights assist with understanding race in a more complex and non-binary fashion. (3B) Offered occasionally. Prerequisite: Religious Studies 101 or Critical Identity Studies 101.

RLST 390. Special Projects (.25 - 1). Prerequisite: sophomore standing.

RLST 395. Teaching Assistant (.5). Work with faculty in classroom instruction. Graded credit/no credit. Prerequisite: at least junior standing and consent of instructor.

Sociology

The challenge of sociology is its insight into the complicated connections between individual lives and social institutions. Our goal is to give students the analytical tools of sociology that clarify those connections and enable them to become critical, thinking citizens.

1. Sociology's tools include: Concepts and theories that provoke precise thinking about the origins, development, and effects of institutions;
2. Experience "in the field" that informs, tests, and critiques the conceptual/theoretical tools;
3. Practical research skills.

Sociology at Beloit College engages students and faculty together in raising questions, seeking answers, and searching for ways to improve our social and individual lives.

Sociology Faculty

- Allan Farrell
- Kate Linnenberg
- Charles Westerberg

Sociology Major (11 units)

1. Nine departmental units:
 - a. Sociology 100, 200, 205, and 211.
 - b. Five elective units in sociology, chosen in consultation with the major advisor.
2. Supporting courses (2 units):
 - a. Two courses chosen in consultation with an advisor. We strongly recommend that at least 1 of the supporting courses has significant multicultural/international content.
3. Writing/communication requirement: Sociology courses designated as W specifically promote the development of writing skills to aid the student in explication and expression of sociological ideas and practice. These courses incorporate writing as a principal means of learning and critically engaging the curriculum. Writing in this genre may encompass summary and critical response papers, research proposals, term papers, essay examinations, and papers for professional presentation.

These courses may devote significant attention to developing written presentation skills in the genre of academic sociology, potentially including the professional discussion of substantive issues, theory, presentation of research methods, and empirical findings, or any combination of the above. These courses may also focus on writing to construct and express concepts and praxis consistent with sociological epistemology. They are courses in which students write regularly on the study and/or research materials in order to master the substance, theory, and/or method of the discipline.

Sociology Courses

SOCI 100. Introduction to Sociology (1). Examination of the major sociological paradigms, theories, and processes shaping the relationship between society and individuals. Elements emphasized include the following: social structure, institutions and roles, culture, sex and gender, social class and stratification, social change, methodology, race and ethnicity, socialization. The goal is to develop the sociological imagination, which is an analytical perspective examining the interplay between structure and agency. (Content varies by instructor for each section. Consult instructor for further information.) (3B) Offered each semester. Prerequisite: first or second year standing or consent of instructor.

SOCI 150. Practical Approaches to Social Problems (1). Examination of various means of addressing current social problems, both in the United States and globally, including, but not limited to: advocacy, non-violent direct action, legislative reform, economic development, charitable giving, and community organizing. The

issues studied include refugee resettlement, welfare, human rights, civil rights, torture, substance abuse, globalization, and hunger, as well as those chosen by class participants. The course is taught utilizing academic texts, popular media, guest speakers, field trips, and lecture and discussion. The class will conclude with a comparative research paper and student presentations. (3B) Offered occasionally.

SOCI 200. Classical Sociological Theory (1). An exploration of the history of sociological thought. Emphasis is on a survey of leading theories in the functionalist, conflict, and interpretive historical perspectives. The focus is on the classical theorists: Durkheim, Marx, and Weber, with a brief survey of important precursors and contemporaries. Offered each fall. Prerequisite: Sociology 100 or 150, or consent of instructor.

SOCI 205. Social Statistics (1). This course focuses on the “doing” of quantitative social science analysis. Students are required to complete a series of assignments designed to provide a working familiarity with data analysis and SPSS (Statistical Package for the Social Sciences), a statistical software package widely used in business and the social sciences. The overall goal of the course is to make students better consumers of quantitative social science results by giving them a better understanding of how “the numbers” are produced. Topics include: cross-tabulation tables, Chi-square, t-tests, ANOVA, bivariate regression, and multiple regression. Offered each fall. Prerequisite: contact instructor to request permission to enroll.

SOCI 211. Research Methods (1). An introduction to the principal research strategies available to sociologists. This class focuses on three methods: qualitative observation, qualitative interviewing, and quantitative surveying. Class members think about the underlying philosophy and logic of each method, as well as the quality of data gathered by each method. Students will design and carry out a research project involving data collection and analysis with each of the research methods. Offered each spring. Prerequisite: Sociology 100 or 150. Sociology 205 is recommended.

SOCI 213. Politics of Space and Place (1). This course provides an overview of the role that geography plays in political processes. This includes the sources of and consequences of segregation, both de jure and de facto. Students also cover the role of the city as a stratifying force by race and class, and processes of gentrification and public good provision. Finally, students discuss how space and place affects policing, incarceration, electoral representation and attitude formation. Prerequisites: Political Science 110 and sophomore standing. Also taught as Political Science 213.

SOCI 216. Sociology of Race and Ethnicity (1). This course examines the social processes that shape the construction of racial and ethnic hierarchies, dominant ideas, and relations in the U.S. The basic objectives of the course are to understand the following: 1) major paradigms shaping how sociologists examine issues of race and ethnicity; 2) economic, political, and historical structures shaping the constructions of race and ethnicity in the U.S.; and 3) institutional structures and practices through which racial and ethnic hierarchies are produced and reproduced in the U.S. The course will explore the construction and reproduction of race and ethnicity in a variety of sectors including the labor market, education, housing, banking, sports, public policies, and wealth accumulation. Offered each year. Prerequisite: Sociology 100 or 150, or consent of instructor.

SOCI 218. Race, Self, and Society (1). This course focuses on analyzing the texts of classic literature (such as *Invisible Man*) as a way of examining how structures of racism shape the everyday lives of those who occupy a devalued status along racial/ethnic hierarchies. It explores how those at the bottom of racial/ethnic hierarchies make sense of and navigate their lives and how the theme of alienation is an integral element of these experiences. In analyzing the texts, the course draws upon sociology’s theoretical frameworks for examining micro-level interactions and identity construction. This exploration will be placed in the larger structural context of the historical social construction of race in the U.S. Analyzing narratives in these contexts aims to broaden an understanding of the crucial link between notions of self/identity and the broader power structures of society. Prerequisites: Sociology 100 and sophomore standing.

SOCI 219. Sociology of Sports (1). This course explores the significance of sports in society from the sociological perspective. Students consider the ways that sports promote social cohesion and reflect dominant cultural values. They also study how sports are a mechanism that promotes and reproduces structural inequality. Prerequisites: Sociology 100.

SOCI 221. Women, Race, & Class (1). This course examines the intersections of race, ethnicity, and class as categories of analysis for understanding both diverse and common experiences of inequalities faced by women in the U.S. The basic objectives of this course are to understand the following: 1) economic, political, and historical structures shaping dominant meanings of “Womanhood” in the U.S.; 2) what it means to be a woman at different social locations of race, ethnicity, class in the U.S. and how these differing social locations shape life experiences and chances; 3) how race, ethnicity, class, and gender locations constitute hierarchical relations of power. The course will explore race/ethnicity, gender, and class hierarchies and power in the context of employment/work, families, interpersonal relationships, sexuality, and identity construction. Offered each year. Prerequisite: Sociology 100 or 150, or consent of instructor.

SOCI 225. The Sociology of Sex and Gender (1). An examination of sex and gender as sociological constructs and as central organizing features of social structures. We will look at gender and gender relations as social constructions, not concentrating on biology. We will investigate how gender is embedded in U.S. institutions and see how deeply entrenched it is. We will study the mechanisms by which masculinity and femininity are created and maintained within social systems; and the variations in these constructions by class, ethnicity, race, and sexual orientation. Offered every other spring. Prerequisite: Sociology 100 or 150, or consent of instructor.

SOCI 231. Social Stratification (1). Exploration of structured social inequality. What are the bases of social inequality? How are inequality variables related? How can we measure inequality? What do we know about social mobility? Exploration of some specific life changes and patterns of behavior as they are related to social inequality. Offered most years. Prerequisite: Sociology 100 or 150, or consent of instructor.

SOCI 235. Social Movements (1). This course examines social movements across time and geographic space to reflect on more general questions about the nature of power and collective action, as well as the relationship between human agency, social structure, and social change. We survey leading theories that attempt to explain and predict social movements and conduct in-depth exploration of particular domestic and international movements in both historical and contemporary contexts. Among the movements we examine are the U.S. civil rights and immigrant rights movements as well as feminist, gay and lesbian, environmental, democracy, peace, and global justice movements. We also examine the role of digital media in domestic and transnational movement organizing. The goal of this class is to provide tools of analysis and practice to inspire innovative thinking for future social change efforts. Offered occasionally. Prerequisite: Sociology 100 or 150, or consent of instructor.

SOCI 240. Political Sociology (1). This course takes a comparative-historical approach to provide an introduction to the field of political sociology as well as foundational knowledge about the social bases of political processes. Classical and contemporary conceptions of power are examined, focusing especially on Marxist, Weberian, and new institutionalist theoretical perspectives. Substantively, the course revolves around issues of citizenship, democracy, welfare state development, and the relationship between politics and economic inequality. We also use one specific policy area to explore the policy-making process more in-depth. Finally, we investigate the class, race, and gender dynamics of electoral politics as well as other forms of collective political action through social movements and revolutions. Offered occasionally. Prerequisite: Sociology 100 or 150, or consent of instructor.

SOCI 245. Families in Transition (1). An examination of dominant demographic changes in family structure in the United States. We study major variations in family life as shaped by social class, race/ethnicity, and sexuality. Exploration of select topics such as single motherhood, childrearing practices, marriage, the division of household labor, and family policy. Offered every other spring. Prerequisite: Sociology 100 or 150, or consent of instructor.

SOCI 251. Global Family Issues (1). Families are a central institution in people’s lives. In this class we will investigate various social problems, issues, and policies as they relate to families in countries around the globe. Questions we will investigate include: What effect does China’s one-child policy have on gender distribution and future marriage patterns? How do high rates of HIV/AIDS impact family structure in Africa? How do Scandinavian welfare policies affect outcomes for children and families? Offered every other spring. Prerequisite: Sociology 100 or 150.

SOCI 256. Criminal Justice (1). Law and the criminal justice system as forms of social control. Law enforcement, courts, corrections— their social, cultural, institutional, and practical foundations and effects. Theoretical and applied analyses, critical appraisal of criminal justice as related to law, punishment, and justice. Offered occasionally. Prerequisite: Sociology 100 or 150, or consent of instructor.

SOCI 259. Race and Juvenile Justice (1). This course examines the juvenile justice system through the social context of historically constructed racial/ethnic hierarchies. It examines the history of the juvenile justice system and how social forces shape contact, entry, and processing in the system. This includes a focus on policing, as well as the school-to-prison pipeline. We particularly focus on how the unequal distribution of resources, status, and power both shape and are reflected in these processes. We also examine current juvenile justice reform efforts. This class relies on the synthesis of scholarly research in the field with current ‘real life’ scenarios occurring in the world surrounding us. Prerequisites: Sociology 100 and sophomore standing.

SOCI 261. Social Deviance: Issues of Freedom and Control (1). Theories of deviance and their application. Difficulties in defining and explaining “social deviance” arising from conflicting theoretical perspectives, alternative value orders, interest groups, and rapid social change. Moral and ethical conflicts between freedom and control, law and morality, and the creation of varieties of deviance by the value and interest-laden definitions of deviance stemming from diverse professional communities and interest groups. Offered most years. Prerequisite: Sociology 100 or 150, or consent of instructor.

SOCI 262. Multiracial in America (1). This course examines the experience of being “multiracial” in the United States from a sociological perspective. The course covers the legal, political, and cultural contexts that shape the “mixed race” experience and other interracial interactions. The course also explores the implications these experiences and interactions have for how we understand race, racism, and racial inequality in the USA. Prerequisite: Sociology 100.

SOCI 265. Identity, Self, and Society (1). This course examines the social processes that shape the construction of identity. The basic objectives of the course are to understand the following: 1) major paradigms shaping how sociologists examine the construction of identity; 2) how a society’s hierarchies (including race/ethnicity, class, gender), institutions, dominant ideas, and social interactions shape the construction of identity; and 3) ways that the social construction of identity shapes how individuals and groups navigate institutions, as well as their daily lives. The course explores the social construction of identity across a number of social contexts and institutions, including families, schools, peer groups, and labor markets. Offered occasionally. Prerequisite: Sociology 100 or 150, or consent of instructor.

SOCI 271. Sociology of the Environment (1). This course will examine how social factors shape human interaction with, and understanding of, our natural environment. We will critically examine a variety of social institutions—political and economic systems, cultural traditions, governmental bodies and advocacy organizations, among others—that mediate and shape our relationship with the environment. Topics include the social construction of nature, discourse and agenda-setting within the media and the environmental movement, environmental justice issues and the possibility of sustainable societies. (Also listed as Environmental Studies 271.) Offered occasionally. Prerequisite: Sociology 100 or 150, or consent of instructor. Sociology 200 is suggested as well.

SOCI 275. Health, Medical Care, and Society (1). An examination of health, illness, and medical care from the sociological perspective. Topics include social epidemiology, the recruitment and socialization of health professionals, patient/physician relationship, and the organization of health and medical care. Policy considerations are emphasized, and concerns of women, minorities, and the disadvantaged receive specific attention. Offered every other spring. Prerequisite: Sociology 100 or 150, or consent of instructor.

SOCI 281. The Sociology of Law (1). Primarily analyzes law and legal institutions as sociological constructs. Law and justice explored. Institutions and roles in the American legal process considered in the context of socio-historical changes in society. Occasionally, a major social issue and its implications for law and society will be the focus of students’ analyses and presentations. Conducted largely as a seminar. Offered occasionally. Prerequisite: Sociology 100 or 150, or consent of instructor.

SOCI 285. Duffy Community Partnerships Seminar (1). Through hands-on engagement and academic reflection, students become acquainted with various, basic sociological tools for understanding institutions and communities such as: demographic data, ethnographic analysis, historical and political sociology. The overarching question addressed by this course is: What makes a good society? Students experience, describe, and analyze the challenges of civic engagement, service, and leadership. Each student spends approximately seven hours a week (90 hours per semester) at an assigned field site supervised by experienced community leaders. In addition, all attend a weekly seminar with reading and writing assignments focusing on texts examining communities from various sociological and interdisciplinary angles. Sites include: business, education, government, health care, social services, and the arts. Students from all majors are welcome. May be taken twice for credit, but students must take one fall and one spring semester (in any order), rather than two fall or two spring classes. Students taking the course for the first time produce a literature review, whereas students taking the course for the second time produce a project or research proposal. Students must apply and provide references for acceptance to the program. Applications are available online at www.beloit.edu/duffy.

SOCI 290. Topical Studies in Sociology (.5, 1). Topics studied in a sociological perspective, e.g. philosophy and ethics of social science, social policy issues, urban studies, education, adolescence and child development, or social welfare. May be repeated for credit if topic is different. Offered occasionally. Prerequisite: Sociology 100 or 150, or consent of instructor.

SOCI 301. Capstone (1). This course focuses on the application of sociological theories, paradigms, and methods in examining social processes. Students focus on particular institutions to examine some aspect of institutional structure, culture, or interactions. The goal is to identify patterns in social processes within institutions and to utilize sociological theories, paradigms, and methods to make sense of these patterns. The course also focuses on the structure of the sociology major, a liberal arts education, and post-college pathways. May be repeated for credit if topic is different. (CP) Offered each year. Prerequisite: Sociology 100 or 150, 200, 205, and 211.

SOCI 311. Contemporary Sociological Theories (1). An introduction to modern theoretical perspectives on social behavior. Starting with sociological theorists from the second half of the 20th century, we advance to survey a variety of modern and postmodern viewpoints, including symbolic interactionist and dramaturgical theory, exchange theory, feminist and critical theory, and globalization theory. This course is especially recommended for students intending to pursue advanced degrees. Offered occasionally. Prerequisite: Sociology 100 or 150, Sociology 200, or consent of instructor.

SOCI 320. Research Practicum (variable credit). Practicum provides an opportunity for students to assist faculty with research. Offered occasionally. Prerequisite: declared major in sociology and Sociology 211.

SOCI 390. Special Project (.25 - 1). Primarily for students interested in investigating a specialized research problem. Individual work under faculty supervision. Prerequisite: sophomore standing, major in sociology, and consent of a department faculty member.

SOCI 395. Teaching Assistant (.5). Work with faculty in classroom instruction. Graded credit/no credit.

SOCI 396. Teaching Assistant Research (.5). Course and curriculum development projects with faculty.

Visual Studies

Visual Studies provides students with the analytical skills and theories to become adept at reading visual materials. Visual Studies retains from art history both the skills of visual analysis and its theoretical lenses, but broadens the scope from strictly high art (painting, prints, sculpture and architecture) to encompass a larger array of visual materials (video games, films, advertising, memes, etc).

Beloit College's new Visual Studies minor, in addition to a core series of classes, will embrace courses from across the curriculum that teach visual analysis, exemplified in the numerous film classes taught in various departments.

Visual Studies Faculty

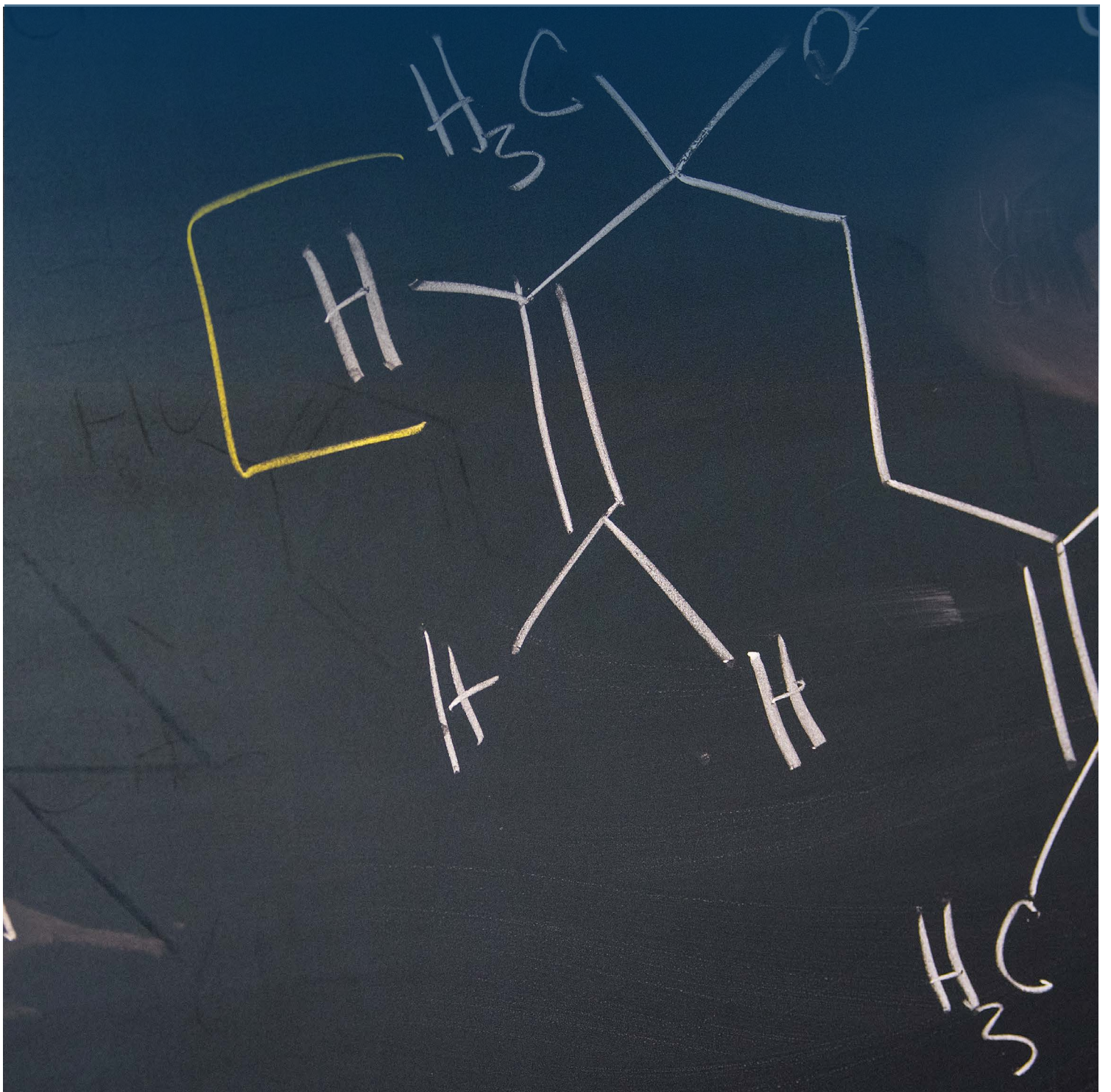
- Joy Beckman
- Joe Bookman
- Kosta Hadavas
- Christa Story

Visual Studies Minor (6 units)

1. One unit of Media Studies 150.
2. One unit of Art, Media Studies 155, or Media Studies 251.
3. Three units of Art History or Media Studies 250. One of the three units may be substituted with a course from another department upon advisor's approval.
4. One unit of Media Studies 390, Art History 390, or PRAX 200: Special Project or Internship related to Visual Studies.
 - The Special Project or internship (90 hours) must include some form of public presentation such as a symposium presentation.
 - This requirement can be substituted with Media Studies 250, 350, or 370, if the student has completed a capstone class with a significant visual studies component.

Visual Studies Courses

Courses for this program come from many departments and programs.



Centers and Schools

3

Beloit College Centers and Schools serve as vital structures that help students connect their academic experiences to career pathways, community engagement, global education, and work opportunities. They support students from the moment they consider applying to Beloit to graduation and into their post-college lives.

Centers highlight and support mission-centric aspects of Beloit's liberal arts education. These liberal learning practices and habits are essential to student success in their education and career. Centers create opportunities for experiential learning, internships, study abroad, entrepreneurship, and cross-disciplinary exploration.

Schools are broad-based organizing frameworks that align with specific career fields. Schools help students create connections among disciplinary study, careers, and professional pathways. Schools provide a suite of support structures, thematic programming, specialized credentials, and opportunities beyond the classroom that complement more traditional academic offerings.

Centers and Schools

Centers and Schools offer Certificates of Completion that document students' development of a variety of skills and perspectives.

Together, Centers and Schools form an integrated ecosystem that reflects Beloit's commitment to the liberal arts and career readiness. They advance our institutional mission to empower students to move across boundaries—academic, geographic, and professional—and become productive collaborators, creative problem-solvers, effective communicators, and intellectually agile leaders.

Centers

- Center for Entrepreneurship in Liberal Education at Beloit (CELEB)
- Center for Integrative Learning
- Community Connections
- Global Experience Office (GEO)

Schools

- School of Business
- School of Environment & Sustainability
- School of Global & Public Service
- School of Health Sciences
- School of Media and the Arts

Center for Entrepreneurship in Liberal Education at Beloit (CELEB)

The Center for Entrepreneurship in Liberal Education at Beloit (CELEB) is a one-of-a-kind program unparalleled at any other undergraduate school. Housed off-campus in the heart of the city's revitalized downtown district, CELEB is 18,000+ square feet dedicated to student ventures in music, art, digital media, prototyping, and traditional start-ups. Beloit's entrepreneurship center is open to all Beloit students, regardless of major or prior experience. It provides physical space, resources, and mentorship to help students achieve their goals, whether they already have an idea or are simply intrigued by the possibilities of self-employment.

Center for Entrepreneurship in Liberal Education at Beloit (CELEB) Staff

- Brett Gabrielatos
- Brian L. Morello
- Susan Rowe

Center for Integrative Learning

The Center for Integrative Learning provides students with opportunities to enhance their coursework with the questions that ignite their deepest interests, explore what makes them unique, and develop the interdisciplinary flexibility of mind that sets Beloit graduates apart. The Center offers multiple cross-disciplinary blocks, sets of four courses that explore a particular topic or skill set, including “Indigenous Studies,” “Environmental Humanities,” and “Criminal Justice and the Carceral State.”

Center for Integrative Learning Faculty

- Jason Alley
- Daniel Brückenhaus
- Joseph P. Derosier
- Natalie Gummer
- Kosta Hadavas
- Tamara Ketabgian
- Gregory Koutnik
- Cullyn Murphy
- Matthew Tedesco
- Amy L. Tibbitts
- Daniel Michael Youd

Community Connections

Community Connections is a program that offers high-impact learning experiences to Beloit students across disciplines by bringing the college and community together to advance community-based learning, civic engagement, and career readiness. In addition to facilitating volunteer opportunities and other community-facing initiatives, Community Connections partners with community stakeholders to develop community-based learning opportunities in the curriculum itself.

Community Connections Faculty

- Sylvia López

Community Connections Staff

- Suzanne Goebel
- Regina D. Hendrix
- Tim Leslie

Global Experience Office (GEO)

The Global Experience Office (GEO) provides immersive and global learning through a number of programs, including study abroad, domestic study away, co-curricular activities, and summer Global Experience Seminars.

The Global Experience Office is located in Campbell Hall on the first floor. The Global Experience Committee serves as an advisory group to the office.

Global Experience courses are recorded using SAB (international courses), OFFC (domestic courses), and GLBL (Global Experience Seminar) prefixes.

Global Experience Office (GEO) Staff

- Kathy Landon
- Joshua Moore

Global Experience Office (GEO) Courses

GLBL 150. Global Experience Seminar: Immersion and Reflection (.5). This course accompanies the topical content of the Global Experience Seminar. The format provides preparation, global immersion, experiential assignments and reflection on site to foster dynamic engagement with the topic and its global context. Through various levels of structured activities, from highly structured lectures and discussions, mid-structured experiential assignments, mid-structured reflective processing and integration, to low-structured immersion experiences, students engage in the topic and with the location(s) of the program. May be repeated for credit if topic is different. Prerequisite: Admission to Global Experience Seminar via application.

School of Business

The School of Business combines an interdisciplinary business curriculum with personalized career services to set students apart in the labor market and prepare them to enter the world of business or to launch startups.

School of Business Faculty

- Bob Elder
- Laura Grube
- Greg Casey Hanrahan
- Matt Laszlo
- Brian Morello
- Diep Phan
- Disha Shende
- Kevin S. Smith
- Charles Westerberg
- George Williams

School of Business Staff

- Susan Rowe

Related Programs

Business Management Major (11 units)
Quantitative Economics Major (13 units)
Entrepreneurship Minor (6 units)
Finance Minor (6 units)
Marketing Minor (6 units)
Sports Management Minor (6 units)
Finance Dual Degree Program

School of Environment & Sustainability

The School of Environment & Sustainability prepares students for meaningful careers in sustainability and the environment so that they can make a difference in their community and the world.

School of Environment & Sustainability Faculty

- Joe Bookman
- Tawnya L. Cary
- Joseph P. Derosier
- Christopher Fink
- Susan Westhafer Furukawa
- Yaffa L. Grossman
- Tamara Ketabgian
- Gregory Koutnik

- Corbin Livingston
- Jingjing Lou
- Heath Massey
- James Rougvie
- Matthew Tedesco
- Amy L. Tibbitts
- Pablo Toral
- Leslie Lea Williams
- Jay Zambito

School of Environment & Sustainability Staff

- Rongping Deng
- Emily Sager

Related Programs

Biology Major (11.5 units)

Chemistry Major (11 units)

Education and Youth Studies Major (9 units)

Environmental Biology Major (11.5 units)

Environmental Chemistry Major (13 units)

Environmental Communication and Arts Major (12.5 units)

Environmental Geology Major (12.5 units)

Environmental Justice and Citizenship Major (12.5 units)

Geology Major (11.5 units)

Political Science Major (13 units)

Biology Minor (6 units)

Chemistry Minor (5 units)

Education and Youth Studies Minor (5 units)

Environmental Studies Minor (6 units)

Geology Minor (5 units)

Political Science Minor (6 units)

School of Global & Public Service

The School of Global & Public Service helps students map a path toward a career in the public, private, or non-profit sector that impacts local and global communities by effecting positive and humane change.

School of Global & Public Service Faculty

- Jason Alley
- Daniel Brückenhaus
- Suzanne Cox
- Joseph P. Derosier
- Beth Dougherty
- Klara MC Fredriksson
- Susan Westhafer Furukawa
- Natalie Gummer
- Sonya Maria Johnson
- Ellen E. Joyce
- Gregory Koutnik
- Kate Linnenberg
- Sylvia López

- Jingjing Lou
- Amy L. Tibbitts
- Pablo Toral
- Charles Westerberg
- Isaac F. Young

School of Global & Public Service Staff

- Dr. Gloria Bradley
- Suzanne Goebel
- Kathy Landon
- Joshua Moore

Related Programs

Anthropology Major (10.5 units)
 Critical Identity Studies Major (10 units)
 Education and Youth Studies Major (9 units)
 French and Francophone Studies Major (12-14 units)
 History Major (10 units)
 International Relations Major (13-15 units)
 Japanese Language and Culture Major (12.5 units)
 Political Science Major (13 units)
 Psychology Major (12 units)
 Sociology Major (11 units)
 Spanish Language and Culture Major (13 units)
 Anthropology Minor (6 units)
 Critical Identity Studies Minor (6 units)
 Education and Youth Studies Minor (5 units)
 French and Francophone Studies Minor (6 units)
 History Minor (6 units)
 Japanese Minor (6 units)
 Law and Justice Minor (5 units)
 Political Science Minor (6 units)
 Spanish Minor (6 units)
 Pre-Law Advising Program
 Teacher Certification Program

School of Health Sciences

The School of Health Sciences prepares student for success in a multitude of health professions, including nursing, physical therapy, medical research, and public health.

School of Health Sciences Faculty

- Jason Alley
- Rachel A. Bergstrom, PhD
- Amy Briggs
- Suzanne Cox
- Yaffa L. Grossman
- Kristin J. Labby

- Kate Linnenberg
- Sylvia López
- Matthew Tedesco
- Pablo Toral
- Lisl Walsh
- Ron Watson
- Helen M. Werner

School of Health Sciences Staff

- Rongping Deng
- Theresa Klubertanz
- Emily Sager
- Zach Werner

Related Programs

Anthropology Major (10.5 units)
 Biochemistry Major (11 units)
 Biology Major (11.5 units)
 Chemistry Major (11 units)
 Health and Society Major (13 units)
 Health Sciences Major (13 units)
 Psychology Major (12 units)
 Sociology Major (11 units)
 Spanish Language and Culture Major (13 units)
 Anthropology Minor (6 units)
 Biology Minor (6 units)
 Chemistry Minor (5 units)
 Health and Society Minor (6 units)
 Spanish Minor (6 units)
 Nursing Dual Degree Program
 Pharmacy Dual Degree Program

School of Media and the Arts

Beloit College's School of Media and the Arts combines an interdisciplinary curriculum with personalized services and hands-on experiences to prepare students for a successful career in an array of creative fields.

School of Media and the Arts Faculty

- Alicia Bailey
- Daniel G Barolsky
- Joy Beckman
- Joe Bookman
- Scott Espeseth
- Christopher Fink
- Susan Westhafer Furukawa
- Shawn Gillen
- Kosta Hadavas
- Ellen E. Joyce
- Chuck Lewis

- Cullyn Murphy
- Amy L. Sarno
- Christa Story
- Gina T'ai
- George Williams
- Daniel Michael Youd

School of Media and the Arts Staff

- Beth Pohl

Related Programs

Creative Writing Major (10 units)

Media Studies Major (10 units)

Performing and Applied Arts Major (12 units)

Studio Art Major (11 units)

English Minor (6 units)

Journalism Minor (5 units)

Museum Studies Minor (6 units)

Performing and Applied Arts Minor (6 units)

Studio Art Minor (6 units)

Visual Studies Minor (6 units)



Special Academic Programs

4

Special Academic Programs

- Academic Affairs Programs
- Academic Residencies
- Acadeum
- Advanced Mentoring Program
- Beloit College Museums
- Beloit Summer Blocks
- Career Works
- Center for Collections Care
- Center for Language Studies (CLS) Summer Program
- Health Professions Advisory Committee
- Pre-Medical Advising Program
- Honors Term
- Impact Beloit
- Morse Library
- Physical Education, Recreation, and Athletics
- Pre-Law Preparation Advising
- Pre-Law Advising Program
- Pre-Professional Programs
- Professional Language Training
- Student Success, Equity, and Community (SSEC) Program
- Writing Program

Academic Affairs Programs

The **Student Excellence and Leadership (SEL) Program** provides academic and social support for students who are low-income, first generation, and students with disabilities to successfully complete a Beloit education. This is a Department of Education TRIO funded program.

The McNair Scholars Program guides low-income, first generation, and underrepresented minority students in higher education as they prepare to pursue doctorates. This is a Department of Education TRIO funded program.

In June and July, Beloit College students who are McNair Scholars work one-on-one with faculty mentors on a research project as part of the McNair Scholars Summer Research Institute that culminates with a final product (paper, proposal, report, etc.) and a public presentation to the campus community. This is a paid research opportunity on campus for which scholars are provided a stipend and full room and board.

Beloit College Upward Bound is a federally-funded TRIO program that provides high school students with educational opportunities designed to prepare them for college. Upward Bound assists students through academic advising, tutoring, admissions and financial aid activities, college visits, cultural and career activities, and mentoring programs.

The Beloit College Help Yourself Programs are funded by the Wisconsin Department of Public Instruction and Beloit College. The program is a community outreach initiative for low-income, minority, marginalized, and underrepresented youth in the Greater Beloit area. The Help Yourself Programs (HYP) are comprised of a set of unique and comprehensive academic and cultural enrichment programs and educational support services to supplement the curriculum in public and private schools.

The Wisconsin Alliance for Minority Participation (**WiscAMP**) provides academic and social support for domestic students who wish to pursue a science, technology, engineering, and/ or math (STEM) major and who identify as a member of an underrepresented group in STEM. WiscAMP is part of the Louis Stokes Alliance for Minority Participation (LSAMP), which is funded by the National Science Foundation.

Academic Residencies

The **Scott Crom Visiting Philosopher Program** brings distinguished and influential philosophers to campus for two days of talks, discussions, and classroom visits. Scott Crom was a beloved professor of philosophy at Beloit from 1954 to 1993. The series, established in 2010, is made possible by gifts from John Selzer '77 and Roy J. Schneiderman '77.

The **Beloit Executives-in-Residence Program** is a powerful career development resource for Beloit College students. Beloit Executives-in-Residence have significant experience in the for-profit, professional world, and while in residence, they share their experience with students, faculty, and staff. Beloit Executives-in-Residence teach courses in their areas of expertise (e.g. leadership, entrepreneurship, etc) and engage students through advising support and career coaching. As current or former senior leaders in organizations, they know firsthand what it takes to reach the top ranks in the business world. As industry experts and entrepreneurs, they take students from the classroom to the city to the world.

The **Victor E. Ferrall, Jr. Endowed Artists-in-Residence Program** was inaugurated in 2001 to honor the college's ninth president. The program brings distinguished visual or performing artists to Beloit to teach, direct workshops, and perform or exhibit works. During the residency, the visual artist's work, or work created by collaborating students, is presented in an exhibition at the Wright Museum of Art. Ferrall Residents in the visual arts visit the college every other year (alternating with the Ginsberg Residency), whereas Ferrall Residents in music and the performing arts visit the college every year.

The **Ginsberg Family Endowed Artists-in-Residence Program** was established in 2003 with a gift from alumnus Stuart Ginsberg '82 and his wife, Lisa, to enhance Beloit's programs in the visual arts. The Ginsberg Residency brings distinguished, practicing artists to campus to teach, conduct workshops, and perform or exhibit works.

Each year, the **Lois and Willard Mackey Chair in Creative Writing** brings an author of distinction to the Beloit College campus for a half semester to teach an advanced course in creative writing. The program was initiated in 1989 with a gift from Willard C. Mackey '47 in honor of his wife Lois.

The **Ousley Scholar-in-Residence** is named for Grace Ousley, the first African-American woman to graduate from Beloit College in 1904. The Ousley Scholar is someone whose work demonstrates a commitment to the theory and practice of social justice. Ousley Scholars are early career scholars, activists, organizers, and/or intellectuals who discuss their work with students and faculty/staff. Support for the residency comes from the Weissberg Program in Human Rights and Social Justice and is presented through the Office of Student Success, Equity, & Community.

The **Miller Upton Programs**, named for Beloit's sixth president, bring together leading scholars, young faculty, and promising students from around the world to examine issues related to increasing the wealth and well-being of nations. Residing in the college's economics department, the program has as its centerpiece "The Wealth and Well-being of Nations: The Miller Upton Forum," which brings distinguished, internationally-recognized scholars to campus to work within the classical liberal tradition. The forum unites faculty, students, and alumni in a consideration of the ideas, institutions, and policy reforms necessary to promote freedom and prosperity. The program includes a special fund for student-centered intellectual development and networking, senior year scholarships for talented international students, high-profile internships for exceptional students, and a fall senior seminar capstone course for all senior economics majors that focuses on ideas presented in the Upton Forum.

The **Weissberg Program** brings to campus a distinguished individual who has made important contributions to understanding and defending human rights on the international stage to serve as the Weissberg Chair in Human Rights and Social Justice. The Weissberg Chair delivers a major public talk, participates in a scholarly panel, addresses classes, and interacts with students and faculty in a variety of formal and informal settings. Established in 1999 through the generous support of donor Marvin Weissberg (Hon.'05), parent of a Beloit College graduate, the program originally focused on international studies. In 2008, it formally shifted its focus to human rights and expanded to include a scholarship program for international students, job-shadowing, summer grants for hands-on engagement with human rights, a fellows program for recent graduates, and a fall forum on career paths.

Acadeum

Beloit College participates in Acadeum, a consortium that provides access to a wide variety of online courses that can be taken during the summer and winter breaks. Approved Acadeum courses earn Beloit College credit and letter grades. Some courses may be used to meet major or minor requirements. Interested students may contact the Registrar at registrar@beloit.edu to determine if a specific course is available.

Advanced Mentoring Program

The framework for a Beloit education begins with the Advanced Mentoring Program (AMP). Designed to support students as they begin their Beloit education, AMP matches students and their interests with a faculty member whose advising and course instruction provides an introduction to Beloit academics and acquaints students with opportunities, college life, and their peers.

Advanced Mentoring Program Faculty

- Matthew Tedesco

Advanced Mentoring Program Staff

- Joy de Leon

Advanced Mentoring Program Courses

AMP 100. Advanced Mentoring Course, Fall (.25). The First-Year Advising and Mentoring program has three main goals: 1) Connecting students to Beloit, both in the college community through curricular and cocurricular activities and in the wider community, to help them navigate college life and build an enduring sense of belonging. 2) Developing multiple personal and interpersonal management skills to help students succeed in college and in their postgraduate careers. 3) Facilitating career readiness through self-reflection, exploration, and the development of personal narratives that center individual strengths and then using these narratives to begin to construct professional identities. Graded credit/no transcript notation.

AMP 395. Teaching Assistant (.25). Work with faculty in classroom instruction. Graded credit/no credit. Prerequisite: consent of instructor.

Beloit College Museums

The collections, exhibits, and courses of the Logan Museum of Anthropology and the Wright Museum of Art provide opportunities to study objects from many periods and cultures around the world.

Beloit Summer Blocks

Beloit Summer Blocks are intensive courses offered in a block format during summer, either on- or off-campus and include Global Experience Seminars.

Blocks are designed to allow students and faculty to explore a topic deeply without the demands of multiple classes and other commitments that occur during a regular semester. Beloit College students and visiting undergraduates concentrate on one course taught by Beloit faculty and earn 1 unit of credit. Blocks courses may satisfy one of the five domains (breadth requirements).

Career Works

From the moment students step on campus, Career Works helps them navigate their pathway; from connecting with a School to pursuing an internship, students identify their passion and purpose. Career Works also helps students develop and tell the story of what they can do and why so that employers and graduate programs take notice. Career Works offers:

- Online resources that connect students with employers and job search tools
- Appointments with professional staff to discuss career exploration, resumes and cover letters, job and internship searching, graduate school applications, and more
- Signature programming that teaches students about the knowledge, skills, and abilities they'll need to embark on a career.
- Career readiness courses are labeled with the PRAX prefix and appear in the Impact Beloit section of the course catalog.

Center for Collections Care

The Center for Collections Care at Beloit College (C3) provides one-of-a-kind opportunities for hands-on learning and practice for museum, library, archive, and conservation professionals and emerging professionals. Beloit College's distinctive resources—two campus museums (Logan Museum of Anthropology and Wright Museum of Art), vibrant archives, and historic costume and natural history collections—situated on the residential campus of a small, liberal arts college, provide unparalleled opportunities to gain new skills, network with other professionals, and better prepare for advancement.

The center's courses are taught by accomplished professionals who are committed to sharing their knowledge and expertise. The center's residential learning community of practice offers participants the opportunity to connect with and learn from one another. The real impact of Center for Collections Care training is realized when participants return to their home institutions equipped with the knowledge, skills, and confidence to effect positive change. Courses are open to all, but participants do not receive Beloit College academic credit.

Beloit College is home to a well-established and nationally-recognized museum studies program that supports the integration of knowledge with experience, a core component of the college's mission. The Center for Collections Care program is administered by the Global Experience Office.

Center for Language Studies (CLS) Summer Program

The Center for Language Studies (CLS) offers a rare summer opportunity for intensive beginning, intermediate, or advanced study of critical languages under the close supervision of an expert language team. Students receive individual attention in a demanding program that requires a high degree of motivation. The classes are small and personal, with two instructors for every 12 students.

The center offers seven-week intensive language programs in Chinese, Japanese, and Russian. Successful completion of one level of the language program normally constitutes 2 Beloit College units (8 credit hours) for approximately 150 hours of instruction. Total class and other supervised instruction averages 25 hours per week (Monday through Friday). Students also attend tutorial sessions.

After successfully completing the beginning-level program, a student should be able to enter intermediate-level courses in the language at virtually any college and university. The student also will have a working foundation of the language that can be used during residence abroad. Students who successfully complete the intermediate program will be able to begin advanced coursework at the upper division level.

All programs are open to undergraduate and graduate students, advanced high school students, elementary and secondary school educators, members of the business community, and adults who are interested in language study for academic purposes, career or personal enrichment, or preparation for travel or residence abroad.

The Beloit program is concerned not solely with the skills of speaking, reading, writing, and oral comprehension of a language, but also with understanding the relationship between language and culture.

Center for Language Studies (CLS) Summer Program Courses

CHIN 100A. First-Year Chinese I (1). This course is designed for students with no prior background in spoken or written Chinese. Its primary goal is to help students develop basic Mandarin language skills, aiming for the Novice Mid-level on the ACTFL proficiency scale. By the end of the course, students ask and answer questions about family and interests, express opinions and react to others' views, discuss why someone becomes their friend, present information about their school life and daily schedule, and give a presentation about a Chinese friend. (1S)

CHIN 105A. First-Year Chinese II (1). This course is designed for students with the knowledge of one semester of college-level spoken and written Chinese or the equivalent language background. This course aims to further develop students' basic Mandarin language skills, targeting the Novice High level on the ACTFL proficiency scale. The course focuses on helping students manage a variety of communicative tasks related to personal topics, interests, and daily activities. By the end of the course, students can present information about the weather in their hometown and compare it to weather in China, describe a friend's

biography, likes, dislikes, and character, ask and answer questions about getting around their hometown, describe familiar neighborhoods, and express opinions on activities and entertainment options in their hometown. (1S) Prerequisite: Chinese 100 or equivalent.

CHIN 110A. Second-Year Chinese I (1). This course is designed for students with one year of college-level Chinese or equivalent experience. It aims to further develop Mandarin skills, targeting the ACTFL Novice High level in writing and Intermediate Low level in speaking. By the end of the course, students can handle basic communicative tasks, ask simple questions, and produce sentences on personal and general topics. They also improve their ability to write essays, understand basic speech, and read simple texts. Topics include school life, living arrangements, Chinese cuisine, relationships, and sports, with practical tasks like asking someone on a date, declining invitations, and discussing rent and living quarters. (1S) Prerequisite: Chinese 105 or equivalent.

CHIN 115A. Second-Year Chinese II (1). This course is designed for students with three semesters of college-level Chinese or equivalent experience and aims to further strengthen Mandarin skills, targeting the ACTFL Intermediate Mid-level. By the end of the course, students can discuss topics like school, work, recreation, and general interests using more complex sentence structures. They exchange basic information in social settings and present cultural differences. In writing, students compose short essays on everyday events and personal interests. Topics include school courses, relationships, addictions, funding education, part-time jobs, childhood experiences, and geographic comparisons between China and the students' home country. (1S) Prerequisite: Chinese 110 or equivalent.

CHIN 200A. Third-Year Chinese I (1). This course is designed for students with two years of college-level Chinese or equivalent experience, aiming to solidify Mandarin skills at the Intermediate High level on the ACTFL proficiency scale while introducing contemporary Chinese society and culture through readings and discussions. By the end of the course, students comprehend main ideas of discourses on various topics, including unfamiliar messages, and apply reading strategies like skimming and scanning. In speaking, they communicate effectively in informal and formal conversations, expressing and defending their viewpoints. Writing focuses on composing cohesive essays, while listening skills include understanding idiomatic expressions. Practical goals involve comparing cultures, discussing social issues, and addressing modern problems and solutions. (1S) Prerequisite: Chinese 115 or equivalent.

CHIN 205A. Third-Year Chinese II (1). This course is designed for students with two and a half years of college-level Chinese or equivalent experience, aiming to solidify Mandarin skills at the Intermediate Mid to High level on the ACTFL proficiency scale. By the end of the course, students comprehend the main ideas of discourses on selected cultural topics, using both informal and formal expressions, and engage in discussions using clear, connected paragraph-length discourse, including narration and explanation. Reading skills focus on understanding authentic writings on cultural topics, applying strategies such as skimming and scanning. Writing involves producing cohesive short prose, including summaries and essays. Practical goals include discussing equality and equity issues in their cultures and Chinese communities, examining the history of gender equality movements in China, addressing housing inequality in various regions, and analyzing the reasons and consequences of wealth distribution. (1S) Prerequisite: Chinese 200 or equivalent.

CHIN 220A. Fourth-Year Chinese I (1). This course is designed for students with three years of college-level Chinese or equivalent experience, aiming to solidify Mandarin skills at the Advanced Low level on the ACTFL proficiency scale. By the end of the course, students comprehend the main ideas of discourses on selected cultural topics, using both informal and formal expressions, and engage in interactive discussions, expressing and defending their viewpoints in clear, connected paragraph-length discourse. Reading skills focus on understanding authentic writings and applying strategies such as skimming and scanning. Writing involves producing cohesive short prose, including summaries and essays on selected cultural topics. (1S) Prerequisite: Chinese 205 or equivalent.

CHIN 225A. Fourth-Year Chinese II (1). This course is designed for students who have completed seven semesters of college-level Chinese or equivalent experience, aiming to solidify Mandarin skills at the Low level on the ACTFL proficiency scale. By the end of the course, students are expected to understand short conventional narrative and descriptive texts, such as academic essays and poetry, with a grasp of main facts and supporting details. Listening skills focus on comprehending main ideas from authentic materials on topics like employment and current events. Speaking involves handling various communicative tasks

in informal and formal conversations, linking sentences into coherent paragraph-length discourse. Writing skills include composing compositions and summaries related to work or school experiences, incorporating cohesive devices. (1S) Prerequisite: Chinese 220 or equivalent.

JAPN 100A. First-Year Japanese I (1). This course is designed for students with no prior background in spoken or written Japanese. The purpose of this course is to promote elementary level of proficiency in Japanese through a communicative approach. Students are expected to be able to understand basic spoken and written forms of modern Japanese, and to do some basic communication in Japanese upon completion of the course. In addition to being able to read/write sentences in hiragana, katakana, and kanji (58 Kanji characters are introduced), students can function at a survival level in interactive situations common to daily life in Japan. (1S)

JAPN 105A. First-Year Japanese II (1). The purpose of this course is to further develop the elementary level of proficiency attained in JAPN 100A through a communicative approach. Students are expected to be able to understand basic spoken and written forms of modern Japanese, and to communicate in basic Japanese upon completion of the course. Students are expected to be able to comfortably read/write sentences in combination of hiragana, katakana, and kanji (87 Kanji characters are introduced). (1S) Japanese 100 or equivalent.

JAPN 110A. Second-Year Japanese I (1). This course is designed for students with a solid background in basic grammar and who have completed two semesters of college-level Japanese courses or equivalent. The goal for this course is to develop the four skills (speaking, listening, reading, and writing) and the communication skills in three modes (interpersonal, interpretive, and presentational) in Japanese. This course reinforces basic skills and abilities to communicate solely in Japanese and handle simple communicative tasks and social situations. (1S) Prerequisite: Japanese 105 or equivalent.

JAPN 115A. Second-Year Japanese II (1). This course is designed to prepare learners to transition to third-year Japanese with its greater focus on higher language skills (cf., JLPT level 3, ACTFL intermediate level, and CEFR B1 level); to expand basic grammar and expressions in modern Japanese; to master 172 kanji in addition to the 145 kanji introduced in the first session; to think critically about languages and cultures by learning the Japanese language and culture. (1S) Prerequisite: Japanese 110 or equivalent.

JAPN 200A. Third-Year Japanese I (1). This course is designed to help intermediate level learners of Japanese develop the four skills of reading, writing, speaking, and listening in a balanced manner. Using the textbook, students learn sentence patterns and expressions, kanji, vocabulary, and reading strategies, focusing on the JLPT N3 level. Students have a language exchange with Japanese people in Japan. By talking with a Japanese person about what they have learned, they not only gain more knowledge, but they feel the joy of being able to communicate in Japanese and realize their own accomplishments. (1S) Prerequisite: Japanese 115 or equivalent.

JAPN 205A. Third-Year Japanese II (1). This course is designed to help intermediate level learners of Japanese develop the four skills of reading, writing, speaking, and listening in a balanced manner. Students choose a topic of their own interest, research it on their own, write a report, and present their findings to the class. Through this project, students experience the joy of learning and teaching their interests in Japanese, while also developing the skills to become independent learners. This experience is also useful for their Japanese language study after CLS. Students have a language exchange with Japanese people in Japan. By talking with a Japanese person about what they have learned, students not only gain more knowledge, but they feel the joy of being able to communicate in Japanese and realize their own accomplishments. (1S) Prerequisite: Japanese 200 or equivalent.

JAPN 220A. Fourth-Year Japanese I (1). This course covers advanced practice in speaking, reading, writing, and listening comprehension in Japanese. For the oral component, students practice both formal and informal registers through conversation, performances of one-act plays, oral presentations, and interview tests. In addition, by writing essays and translating passages from newspapers and novels, students develop reading skills and strategies. To improve listening comprehension, students listen to audiotapes, as well as watch movies and TV programs. (1S)

JAPN 225A. Fourth-Year Japanese II (1). This course covers advanced practice in speaking, reading, writing, and listening comprehension in Japanese. For the oral component, students practice both formal and informal registers through conversation, performances of one-act plays, oral presentations, and interview tests. In addition, by writing essays and translating passages from newspapers and novels, students develop reading skills and strategies. To improve listening comprehension, students listen to audiotapes, as well as watch movies and TV programs. (1S)

JAPN 227A. Japanese Language Proficiency Test Preparation N3/N2 (1). This course is built around preparation for the Japanese Language Proficiency Test (JLPT) with the goal of reaching level N3/N2. Depending on the needs and background of the student, customized coaching and mentoring are complemented by reading and writing assignments, in a supportive immersion environment. Prerequisite: Japanese 205 or equivalent.

JAPN 228A. Japanese Language Proficiency Test Preparation N2/N1 (1). This course is built around preparation for the Japanese Language Proficiency Test (JLPT) with the goal of reaching N2/N1 level, meaning high-advanced to near-native-speaker proficiency. Depending on the needs and background of the student, customized coaching and mentoring is complemented by reading and writing assignments, in a supportive immersion environment. Prerequisites: JAPN 227A or equivalent.

RUSS 100A. First-Year Russian I (1). This course is designed for students with no prior background in spoken or written Russian. The main goal of this course is to make students comfortable with the language by working on and enhancing the four skills: speaking, listening, writing, and reading. The class emphasizes group participation and creating life-like situations, in which the students are forced to use their language abilities by incorporating the grammar and vocabulary that they learn. (1S)

RUSS 105A. First-Year Russian II (1). The goal of this course is to cover all major grammar concepts necessary for communicating in Russian and to place students on the path to success in their future Russian language studies. Cultural competency is an inseparable component of the language instruction: students watch several films, accompanied by historical and cultural presentations and discussions to deepen the students' understanding and appreciation of Russian culture, as well as to keep students motivated and interested. By the end of the two semesters students can conduct a conversation on general topics such as family, hobbies, jobs and studies, favorite foods, hometowns, and everyday routine. (1S) Prerequisite: Russian 100 or equivalent.

RUSS 110A. Second-Year Russian I (1). This course is designed to help students significantly expand their knowledge of the grammatical concepts which they studied in the first year of instruction and to become proficient with many other more advanced grammar concepts. Students constantly practice newly acquired language skills in communicative contexts such as conversations with each other and with the instructor, presentations on current lesson topics, and role-playing situations that may arise when communicating with native speakers. The course also offers insights into Russian culture, emphasizing historical influences on national mentality. Topics include describing space, giving directions, playing sports and instruments, talking about themselves and their families, student life, and free time. As part of the cultural component, students watch and analyze two best known Soviet-era animated films focusing on language use, humor, and cultural values reflected in the scripts. (1S) Prerequisite: Russian 105 or equivalent.

RUSS 115A. Second-Year Russian II (1). This course continues to deepen students' command of Russian grammar, vocabulary, and syntax building on the foundation developed in the first semester. Emphasis is placed on increased fluency and more complex communicative tasks, including extended dialogues, student presentations, and storytelling exercises. Students further explore cultural themes through authentic Russian materials such as short videos, songs, animation, and films. By the end of the course, students are better prepared to engage in natural conversations with native speakers, to express themselves in writing, and to appreciate the rich cultural heritage of the Russian-speaking world. Topics include internet and technology, art and culture, describing one's home, renting a place, dating, describing a person, traveling, city life, nature, hobbies, and food. (1S) Prerequisite: Russian 110 or equivalent.

RUSS 210A. Third-Year Russian I (1). The task of this course is to master vocabulary and language skills by concentrating on oral communication and self-expression. The course increases proficiency in the four skills by developing fluency in speaking, reading, and writing Russian. Language acquisition and cultural awareness are integrated through the viewing, discussion, and analysis of classic and contemporary Russian films without subtitles. The class is conducted entirely in Russian, ensuring an immersive learning experience. (1S) Prerequisite: Russian 115 or equivalent.

RUSS 215A. Third-Year Russian II (1). This course is designed to further help students develop the four skills of reading, writing, speaking, and listening in a balanced manner. In addition to the textbook students watch movies that coincide with the topics covered in the textbook. At the end of the course, students comprehend the main ideas of discourses on selected cultural topics, using both informal and formal expressions, and engage in interactive discussions, expressing and defending their viewpoints in clear, connected paragraph-length discourse. This course prepares students to study abroad. The class is conducted entirely in Russian, ensuring an immersive learning experience. (1S) Prerequisite: Russian 210 or equivalent.

RUSS 310A. Advanced Russian I (1). This course is designed to help students achieve Advanced High on the ACTFL proficiency scale or higher in Russian, establishing strong skills in speaking, listening, reading, and writing. Students build a solid foundation in Russian vocabulary while continuing to develop these four key language skills. The course is highly interactive, with students engaging in class discussions, debates, and presentations. The course provides an intensive review of Russian grammar, contextualized within the novella readings. Students further enhance their language acquisition and cultural awareness through the viewing, discussion, and analysis of classic and contemporary Russian films. Each student has a weekly one-on-one meeting with the instructor to focus on an individual topic of interest, such as history, military translation, sociology, or other specialized areas. The class is conducted entirely in Russian, ensuring an immersive learning experience. (1S) Prerequisite: Russian 215 or equivalent.

RUSS 315A. Advanced Russian II (1). This course is designed to deepen students' understanding of the language. Students read Viktoria Tokareva's novella *First Try* in Russian, using it as a springboard for discussions on various topics. The course also includes lectures on Russian culture, featuring video materials and authentic readings that explore essential aspects of everyday life, significant figures, events, and issues across the Russian-speaking world. The course places a strong emphasis on helping students develop their ideas and articulate their viewpoints in paragraph-length discourse, while also encouraging the development of their own style of self-expression. Each student has a weekly one-on-one meeting with the instructor to focus on an individual topic of interest, such as history, military translation, sociology, or other specialized areas. The class is conducted entirely in Russian, ensuring an immersive learning experience. (1S) Prerequisite: Russian 310 or equivalent.

Health Professions Advisory Committee

An undergraduate degree at Beloit College prepares students for a variety of post-grad programs in healthcare. The Health Professions Advisory Committee (HPAC), comprised of Beloit College professors, helps students develop their own narrative of academic, emotional, work, personal, interpersonal, and professional skills to successfully prepare for a career in healthcare.

Health Professions Advisory Committee Faculty

- Rachel A. Bergstrom, PhD
- Kristin J. Labby
- Helen M. Werner

Health Professions Advisory Committee Staff

- Emily Sager
- Zach Werner

Pre-Medical Advising Program

Students interested in a healthcare career may prepare for degrees in medicine, dentistry, pharmacy, physical therapy, nursing, physician assistant, veterinary medicine, and other health-related areas by completing any Beloit College major. The Health Professions Advisory Committee advises all students interested in careers.

Honors Term

A limited number of Honors Term Scholar Awards and Honors Term Service Awards are available to outstanding students who would like to continue their study at Beloit College for an additional term beyond graduation. Students who are selected receive full tuition remission in exchange for undertaking a project that contributes significantly to the academic and/or co-curricular programs of the College and simultaneously furthers their own academic or professional development toward life after Beloit. Students must have completed at least eight semesters of full-time enrollment at Beloit College to be eligible for an Honors Term. Eligibility for students who were admitted as transfer students must be comparable to eight semesters of full-time enrollment. Honors Terms are only available in the semester that immediately follows graduation. Honors Term students must live in campus housing, contract for a board plan, and are responsible for the full cost of room, board, and fees.

There are two categories of Honors Term Awards: 1) Honor Term Scholar Awards and 2) Honors Term Service Awards. Honors Term Scholar Awards may be given for projects that involve academic research, educational research, or program development. Honors Term Service Awards may be given for service to the College, service to the community, or a combination of these. All applications should state clearly the major emphasis of the proposed honors project and align with the strategic goals of the college.

Applicants must have a strong record at Beloit College, which includes:

- Good academic standing, with a minimum 3.200 cumulative grade point average required for a Scholar Award
- Active participation in one or more departments or disciplines
- A curricular or co-curricular record that demonstrates the ability to organize, manage, and complete an honors term project independently
- A strong record with respect to the background required for the proposed project: for example, honors term service projects that include service to a local community organization or effort must be supported by a history of involvement with that, or a closely related, organization. Similar demonstrated background is expected for other types of service to the College or to departments within the College.

Impact Beloit

Impact Beloit promotes students' professional growth and development through coursework, internships, community-based learning, and other experiential learning opportunities. Through these opportunities, students graduate from college ready to lead fulfilling lives and pursue meaningful careers.

Impact Beloit brings together the college's career-readiness and community-based learning programs, including Career Works, the Center for Entrepreneurship (CELEB), and Community Connections, to ensure that all students have access to high-impact learning experiences both in and out of the classroom.

Impact Beloit Faculty

- Sylvia López

Impact Beloit Staff

- Suzanne Goebel
- Regina D. Hendrix
- Tim Leslie

Impact Beloit Courses

PRAX 105. Career Accelerator Reflection (.25). In this course, students participate actively in the college's Career Accelerator program both by attending a set number of events and by reflecting upon what they have learned and how they will act upon the knowledge gained. Prerequisite: Students must be at least in their second year.

PRAX 135. Introduction to Leadership (.5). An introduction to the basics of effective leadership, including an investigation of leadership theories and assessment of leadership styles. Guest speakers provide various viewpoints regarding different leadership styles. Students identify and describe leadership concepts and styles and apply strategies of leadership to various situations and contexts.

PRAX 150. Developing an Academic Trajectory: A First-Year Course for Those Interested in Graduate School (.25). This course focuses on the academic and social development of first-year, first-generation, low-income, and/or underrepresented students who are thinking of attending graduate school, are interested in exploring academic departments and career pathways, and wish to apply to research-based programs such as the McNair Scholars and Graduate School Exploratory Fellows Program in their sophomore year. This course helps students learn various ways to use an advanced degree outside of academia while expanding their academic networks through close mentorship by an administrative staff member, connection to alumni, bi-monthly cohort meetings, monthly workshops, and monthly one-on-one meetings with the course facilitator. The end result is preparation of a proposal for a summer research experience with their assigned mentor and development of a class blog that chronicles this experience. Prerequisite: first-year student who is first-generation college and low-income, and/or underrepresented in higher education (African-American, Hispanic, Native American, Pacific Islander, Native Alaskan) with a minimum GPA of 2.75. Verification of eligibility is required via an application process in the fall semester.

PRAX 155. Creating Your Personal Narrative: Learning How to See Your Social Identity as an Asset (.5). This writing intensive course focuses on the academic and social capital development of first-year students in the Student Support Services (SSS) Summer Bridge program. Starting in the first week of Summer Bridge until the end of the first module of the fall semester, this course focuses on helping students to see and understand their identities as positive assets for college success. Specifically, students focus on how being first-generation college, low-income, having a documented disability, and/or being from an underrepresented group in higher education are valuable qualities in their collegiate development. Through readings, numerous writing assignments, class discussions, and workshops facilitated through the SSS department, students learn how to critically reflect and articulate their value and assets at Beloit College as Beloit students. The end result is a series of papers students produce that allows for critical self-reflection on identity and belonging. Prerequisite: admitted first-year student to the SEL program.

PRAX 200. Internship (.25 - 1). Students engage in a paired internship-special project experience. PRAX 200 can range from 0.25-1.0 credit, which counts towards fulfilling the Experience (E) Requirement. If students do not earn 1.0 credit from one course, they must complete the remaining credit with additional E-designated courses or experiences. Students may enroll in the internship after locating their own internship and securing a faculty sponsor. The faculty sponsor oversees the development of the content, determines the form of the academic reflection, and evaluates whether the work merits the credit requested. A full unit of internship credit assumes between 90 and 150 hours, depending on requirements as negotiated between the student and the faculty sponsor. Graded credit/no credit.

PRAX 201. Internship Workshop (.5). Students engage in this asynchronous, online course, along with an on-campus or off-campus internship of at least 45-90 site hours, to reflect upon the ways that the internship immerses them in a new professional environment, enhances their skills, and builds their professional community. This course and its companion internship fulfill the Experience Requirement ("E" Requirement). Students may enroll in the workshop after sourcing their own internship, with approval from the instructor. The course includes pre-internship orientation and readings, a series of reflective essays, and assignments that include practical career development skills like networking and resume writing. Students must enroll in PRAX 201 prior to the beginning of their internship AND the last day to add classes. No exceptions. May be taken only once for credit. Offered each semester, including summer. Graded credit/no credit.

PRAX 202. Introduction to Entrepreneurship (1). This course focuses on the entrepreneurial process and its component parts. Through case studies, students will explore the elements and skills required for successful venturing such as financing, planning, marketing, and negotiating. Course will focus on pragmatism and developing sound judgment within the context of ambiguous scenarios.

PRAX 206. Navigating Your Career (1). In this course, students gain and develop the following: deeper understanding of the most significant variables impacting strategy and initiatives; greater understanding of typical career progressions within different functional disciplines; and personal insight into what they want their professional leadership style to be. Prerequisite: Econ 199 and credit-based sophomore standing.

PRAX 208. Preparing for Immersive Learning (.25). In this mod course, students prepare for their study away experience through a combination of online and in-person learning modules, readings, and reflective activities. Asynchronous learning modules cover practical topics, including health and safety, budgeting and finances, and on-site preparation. Readings, reflective activities, and in-person meetings focus on deepening students' understandings of themselves, their cultures, and their positionalities at Beloit, at home, and away. Upon completion of the course, students set clear educational, professional and/or personal goals, develop a plan for managing their health and wellbeing, and connect with a mentor to support them during their time studying away. Participation in study abroad is contingent on enrollment in this course or approval by the Global Experience Office.

PRAX 209. Global Experience in Action (.5). This course is designed to accompany the in-country and off-campus experiences of students studying abroad or off campus. The aim of the course is to provide critical reflection on the experience of living in another location and cultural environment; to deepen immersion and inquiry in their host location by investigating a set of aspects of city, culture, structures; and to explore a critical global issue from the perspective of their host environment as well as compare with experiences of other students in other locations. Students in a variety of locations and host countries join together in a learning community to reflect and share virtually in response to a set of assigned activities. Assignments include inquiry into aspects of location, culture, and a focus topic. The focus topics are selected to provide a global perspective on careers and becoming career ready. Students interact with each other and with their facilitator through a combination of digital platforms and synchronous video meetings. Prerequisites: Approval for study abroad and PRAX 208.

PRAX 210. Unpacking Study Abroad: Using Digital Storytelling for Reflection and Integration (.5). Research on study abroad learning outcomes indicates that lessons from study abroad do not remain with students without opportunities to reflect and construct meaning. Using a variety of exercises and assignments, this course invites returned study abroad students to learn from their experiences and convey these lessons to others. Graded credit/no credit. Prerequisite: a study abroad experience.

PRAX 253. McNair Scholars Graduate School Preparation Seminar: Equity and Access in U.S. Graduate Education (.5). This course provides students with the academic and social tools they need to apply and gain entrance to graduate school and succeed in completing their graduate studies. Over the course of the semester, students refine their writing and research design skills as they complete graduate school and grant applications. The first half of the semester is devoted to crafting a tailored personal statement and developing other needed materials for a complete application (e.g. research statement, writing sample). The second half of the semester focuses on funding opportunities, and students work on an appropriate grant. By the end of the course, students have applied to at least three graduate programs and one funding body. Throughout the semester, students are able to discuss issues, problems, and concerns they may have about graduate schools, and emphasis is placed on effective strategies and tips students can use to successfully begin, and complete, graduate studies. Offered each fall. Prerequisite: current McNair Scholar with senior status. A student may receive credit for only one of PRAX 253, 255, 305.

PRAX 254. McNair Scholars Research Preparation Seminar (.25). This course aims to provide students with the background, terminology, and tools to successfully develop an original research question. Through a combination of interdisciplinary, student-centered, and interactive instructional strategies, this course provides an overview of the concept of research and scholarship. At the end of the course, students will have developed an effective research question and brief proposal for their summer research project. Prerequisite: students must be current McNair Scholars who will be in junior standing as of the following fall semester.

PRAX 280. Topics in Career-Readiness (.25-1). This course focuses on specific topics, themes, or areas of interest relevant to students' career and professional development. May be repeated for credit if topic is different.

PRAX 285. Entrepreneurship Practicum (.5,1). Qualifying students have the option to earn academic credit for their self-designed entrepreneurial ventures. Students must plan their project, its goals and expectations, in consultation with the CELEB director, who must grant approval to the project and specify the appropriate academic credit. Upon approval, the student may enroll. Students participate in regular, weekly group discussion/advising with the CELEB director and others who are also engaged in such ventures. Students pursue and complete their projects under advisement of the director and submit adequate documentation of the experience at its end to the director. Expected time commitment for 1 unit of credit is participation in group meetings plus approximately 90 project hours per term, and .5 unit is participation in group meetings plus approximately 45 project hours per term. Offered each spring. Graded credit/no credit.

PRAX 286. Impact Beloit: Community & Civic Engagement (.25 - 1). In this course, students deepen their understanding and role in the community by working with local organizations and businesses that serve the city of Beloit. Students will also learn about different approaches to community development and social change by examining strengths and assets of non-profit, for-profit, government, and grassroots institutions. This is a community-based learning course, integrating fieldwork and reflection. Each student is assigned a placement with a community partner where they are supervised by experienced community leaders and assist in supporting the mission of the institution. Students spend approximately seven hours a week (90 hours a semester) at their placement. Students reflect on their experiences at their site placements and the role of individuals and institutions in communities through supporting readings, materials, and activities used during weekly class periods. Applications can be found at <https://forms.gle/gjCWkBvD7ygpUFAaA>. Prerequisite: Sophomore standing or above. Students must apply and provide references to be admitted into this course.

PRAX 296. Experience Requirement: Internship (0). Students engage in an on-campus or off-campus internship without earning Beloit College academic credit. This course signifies that the student has earned the equivalent of 1 unit of Experience Requirement credit.

PRAX 297. Experience Requirement: Research Project or Creative Work (0). Students engage in a substantial non-credit-bearing research or creative project, usually during the junior or senior year. This course signifies that the student has earned the equivalent of 1 unit of Experience Requirement credit.

PRAX 298. Experience Requirement: Study Abroad/Off-Campus Study (0). Students complete the preparation and reflection activities required by the Global Experience Office (GEO) in order to qualify for the Experience requirement. This course signifies that the student has earned the equivalent of 1 unit of Experience Requirement credit.

PRAX 299. Experience Requirement: Synthesis of Multiple Experiences (0). Students connect one or more experiences beyond the traditional classroom with their academic development. These experiences may include co-curriculars, work, off-campus activities, campus or community leadership, and/or internships or off-campus study not formally arranged through Beloit College. In the synthesis, students reflect on their experiences through a culminating project: a public presentation, exhibit, publication, or performance, overseen by a faculty or staff member. This course signifies that the student has earned the equivalent of 1 unit of Experience Requirement credit.

PRAX 301. Advanced Internship Workshop (.5). Intended for students who have already received academic credit for an internship or who have had significant prior work experience, this course helps students learn how engagement in a variety of work experiences strengthens their intellectual and professional agility. During this course, students are required to complete an on-campus or off-campus internship of at least 45-90 hours. Throughout the asynchronous online coursework, students build a deeper understanding of the diversity of workplace missions, cultures, and communities within single or multiple Schools and Centers. Since students are immersed in a professional environment and reflect upon their own career development, this course fulfills a portion of the Experience Requirement ("E" Requirement). This course can be taken multiple times, but each internship (either organization or job title) must be different. Prerequisites: PRAX 200, PRAX 201, or permission of the instructor. Students must enroll in PRAX 301 prior to the beginning of their internship AND the last day to add classes. No exceptions. May be taken twice for credit. Offered each semester, including summer. Graded credit/no credit.

PRAX 304. The Art of Leading: Finding Your Voice & Influencing Change (1). In this class, students learn how to lead, no matter who they are, no matter what they want to pursue in life. Students study leadership through diverse contexts, case studies on complicated global, community, business, and organizational issues, and interactions with guest speakers who are successful leaders. Students gain a deeper understanding of their strengths and learn to creatively find and communicate solutions to complex problems, build and lead effective teams, develop a strategic plan to achieve their vision, and act in organizations and the world to influence change for the better. Prerequisites: Junior standing; sophomores by exception. (Also listed as Business 304.)

PRAX 305. SEL Post-Graduation Preparation (.5). The goal of this class is to provide tools for effective post-graduation career exploration and advancement. It is intended to help students identify and achieve post-graduation goals by getting and keeping them on track for finding meaningful opportunities within their professional and academic areas of interest. Prerequisite: SEL student and junior or senior standing. A student may receive credit for only one of PRAX 253, 255, 305.

PRAX 313. The Life and Financial Planning Workshop (.5, 1). This course is designed to help students learn how to identify the key financial decisions they will face following graduation, to help them learn the analytical tools to make wealth- and life-enhancing decisions, and to help them recognize the potential entrepreneurial opportunities when choosing their life and career paths. The class emphasizes that all planning, financial or otherwise, serves short and long-term life goals and that financial resources are means to an end, not the end itself. The course aims to help students be better prepared to make the key financial, career and life decisions they will face in the years immediately after graduation. The course is open to any junior or senior. Prerequisite: junior or senior standing required.

PRAX 350. Impact Beloit Community Fellowship I (1). This course is one of the college's distinguished internship programs in which students are selected for a paid internship with local organizations, usually nonprofits, for 8 hours per week to undertake project-based tasks driven by the organizations' needs. Students also attend weekly meetings with their fellow interns and mentors to gain professional development skills, develop and monitor goals, learn about civic engagement, and reflect on their experience both verbally and in writing. Prerequisite: junior or senior standing.

PRAX 351. Impact Beloit Community Fellowship II (1). This course is a continuation of PRAX 350 Impact Beloit Community Fellowship, in which students are selected for a paid internship with local organizations, usually nonprofits, for 8 hours per week to undertake project-based tasks driven by the organizations' needs. Students also attend weekly meetings with their fellow interns and mentors to gain professional development skills, develop and monitor goals, learn about civic engagement, and reflect on their experience both verbally and in writing. Prerequisite: PRAX 350.

PRAX 352. Impact Beloit Concierge Internship (1). This course is one of the college's distinguished internship programs in which students are selected for a paid internship with local businesses for 10+ hours per week (140+ hours per semester) in a marketing, finance/accounting, communication/PR, data analytics, AI/ML, computer programming, engineering, human resources, logistics, sales, or customer service role. Students also attend a weekly meeting with their fellow interns and instructor to gain professional development skills, develop and monitor goals, learn about community, and reflect on their experience both verbally and in writing. Prerequisite: junior or senior standing.

PRAX 353. Impact Beloit Concierge Internship II (1). This course is a continuation of PRAX 352 Impact Beloit Concierge Internship, in which students are selected for a paid internship with local businesses for 10+ hours per week (140+ hours per semester) in a marketing, finance/accounting, communication/PR, data analytics, AI/ML, computer programming, engineering, human resources, logistics, sales, or customer service role. Students also attend weekly meetings with their fellow interns and instructor to gain professional development skills, develop and monitor goals, learn about community, and reflect on their experience both verbally and in writing. Prerequisite: PRAX 352.

PRAX 390. Special Project (.5, 1). Individual study under faculty supervision; evaluation based on appropriate evidence of achievement. Prerequisite: sophomore standing.

PRAX 395. Teaching Assistant (.5). Work with faculty in classroom instruction. Graded credit/no credit.

Morse Library

Beloit College's Morse Library assists students with finding, assessing, and accessing information resources, both in the campus collections and at partner libraries around the world. The library also has large collections of films, zines, graphic novels, and games.

Morse Library Staff

- Adam Dinnes
- Tristan Draper
- Kallie Leonard
- Shannon Nordgren
- Diane Ray
- Cindy Rhines
- Mary Elizabeth Schiavone
- Ted Wilder

Physical Education, Recreation, and Athletics

The aim of the department is to offer a diversified program in varsity athletics, intramural sports, and recreational opportunities. The department encourages students to attain levels of skill and conditioning commensurate with their potential both as undergraduates and later in life. Information about varsity athletics, recreational sports, and intramural sports is available at the Beloit College Sports Center.

Intercollegiate Athletics courses (no credit)

Men's

PEM 200. Basketball

PEM 203. Baseball

PEM 204. Cross Country

PEM 208. Football

PEM 214. Lacrosse

PEM 219. Track and Field

PEM 222. Soccer

PEM 226. Swimming and Diving

Women's

PEW 201. Basketball

PEW 205. Cross Country

PEW 215. Lacrosse

PEW 220. Track and Field

PEW 221. Soccer

PEW 223. Softball

PEW 227. Swimming and Diving

PEW 234. Volleyball

Physical Education, Recreation, and Athletics Courses

PEC 390. Special Project (.25 - 1). Prerequisite: sophomore standing.

PEC 395. Teaching Assistant (.5). Work with faculty in classroom instruction. Graded credit/no credit.

PERC 104. Introduction to Weight Training (.25). This course is designed to help students learn the basics of weight training, including proper techniques and the safe way to use weights in their overall training. Using free weights, machines, weighted balls, and body weight, students learn the areas of the body that each exercise targets. They learn about different types of weight for power and strength, training to lose

weight, and training for tone. Students learn how to set up their own training programs based on the goals that they set at the beginning of the class. NOTE: No more than a total of 1.0 unit of PERC courses may apply to a Beloit degree. Any one PERC course may be taken only once for credit.

PERC 395. Teaching Assistant in Physical Education and Recreation (.25). Work with faculty and staff in course instruction for full semester. Graded credit/no credit. NOTE: No more than a total of 1.0 unit of PERC courses may apply to a Beloit degree.

Pre-Law Preparation Advising

In Beloit College's Pre-Law Preparation Program, advisors work one-on-one with students to tailor a course of study that is the right fit. This approach maximizes the chances for success when students take the LSATs and apply to law school. Advisors meet with students often to talk through the process and help them make choices on the road to their to a law degree.

Pre-Law Preparation Advising Faculty

- Matthew Tedesco
- Pablo Toral
- Charles Westerberg

Pre-Law Advising Program

Students interested in a legal career may prepare by completing any major. See the Pre-Law Preparation Advising page for more information.

Pre-Professional Programs

Athletic Training

Beloit College partners with the University of Wisconsin-Milwaukee to provide an opportunity for Beloit College students to earn an accelerated Master of Science in Athletic Training (MSAT) degree. Students in this program graduate with a BA or BS from Beloit College and MSAT from the University of Wisconsin-Milwaukee in five years. Additional details about the Athletic Training Dual Degree Program are given in Chapter 2.

Engineering

Beloit's **3-2 and 4-2 dual engineering degree programs** gives students the best of two worlds: a complete engineering education with the opportunity to explore other interests and develop unique skills with well-equipped labs, machine shops, and faculty and alumni support. Additional details about Beloit's engineering offerings are given in Chapter 2.

Finance

Beloit College has partnered with the Marquette University to provide an opportunity for Beloit College students to earn an Accelerated Master of Science in Finance (MSF) degree. Students in this program graduate with a BA from Beloit College and MSF from Marquette in five years. Additional details about the Finance dual degree program are given in Chapter 2.

Pharmacy

Beloit has partnered with the Medical College of Wisconsin (MCW) to provide students a unique **dual-degree program**. Students can graduate with a BS/BA from Beloit and a PharmD from MCW in as few as six years. Additional details about Beloit's pharmacy offerings are given in Chapter 2.

Pre-Law Preparation

Beloit provides special advising to students interested in law school. Pre-law advisors help students develop an appropriate course of study that maximizes their chances for successful entrance into law school. The college offers a minor in law and justice but does not offer a "pre-law" major because most law schools prefer applicants who have not majored in "pre-law." Instead, the college's pre-law advisors help students design the best academic program for their interests and acquire the skills needed to perform well on the Law School Admissions Test (LSAT) and apply successfully to law school. Additional details are in the Pre-Law Preparation Advising portion of this chapter.

Pre-Med/Pre-Health Professions

Preparation for Medicine, Nursing, Physician Assistant, Dentistry, Pharmacy, Veterinary, and Physical Therapy

A student preparing for a career in the health professions must simultaneously fulfill (1) the general requirements for graduation from Beloit College, (2) the requirements for a field of concentration (a “major”), and (3) the specific admission requirements for the chosen post-baccalaureate health professional program. Many pre-health professions students major in biology, biochemistry, chemistry, or health and society because the requirements for these majors align most directly with admissions requirements for post-baccalaureate health professions programs. However, careful planning allows students to major in other disciplines and to complete professional school admission requirements. It is also possible to complete all requirements and study abroad, but early consultation with an advisor is highly recommended.

The Beloit College Health Professions Advisory Committee (HPAC) maintains a webpage with up-to-date information about applying to professional schools at www.beloit.edu/hpac and schedules regular group and individual advising sessions. HPAC is composed of informed and experienced faculty responsible for the advising of students considering careers as physicians, nurses, veterinarians, dentists, pharmacists, physician assistants, physical therapists, social workers, and public health specialists. The requirements for various professional schools differ, and students are encouraged to consult the online catalogs of programs from their home state or programs that fit the student’s particular area of interest. In addition to course requirements, students should investigate shadowing and clinical requirements for specific professional programs.

The Health Professions Advisory Committee works with interested students and their academic advisors to develop schedules that can accommodate study abroad and other Beloit experiences, along with the prerequisite courses and standardized testing required for pursuing different health professions. Students should meet with a health professions advisor during their first semester at Beloit College to develop a four-year plan.

Students who plan to attend medical school need to take the following courses to meet basic requirements:

- Natural sciences and mathematics: 2 biology courses; Chemistry 117, 220, 230, and 235; biochemistry (Biology/Chemistry 260 and/or Biology/Chemistry 300); Physics 101 and 102; and Mathematics 110. Many medical schools also require statistics courses offered in biology, mathematics, psychology, or sociology disciplines at Beloit.
- Social sciences: 2 courses, preferably including psychology and/or sociology.
- Arts and humanities: 2 courses including English literature and/or composition.

Students who plan to attend post-baccalaureate nursing programs usually need to take the following courses. Nursing prerequisites differ, however; students are advised to carefully check the catalogs of programs that interest them.

Natural sciences and mathematics: Biology 208, 247, 256, and 257, Chemistry 117 and 230. Some programs also require a course in nutrition (Biology/Chemistry 260) and a course in statistics.

Psychology 100 and 210.

Arts and humanities: 2 courses including English literature and/or composition.

Students preparing for physician’s assistant (PA) and physical therapy (PT) programs may need to take additional courses in human anatomy and physiology and/or kinesiology. Students should consult the programs in which they are interested to determine specific requirements.

Students who plan to pursue a career in the health professions should take advantage of Beloit College’s opportunities for community service and leadership. While students are encouraged to shadow health professionals and to volunteer with community health agencies, it is unlikely that these experiences will be sufficient for admission to health professions programs. Therefore, HPAC highly recommends training and experience, such as CNA or EMT, which provides real world healthcare proficiency.

Professional Language Training

The Center for Language Studies offers Russian classes designed for professionals who want to continue working while strengthening their fluency in a language. Students earn one Beloit unit for each course, which covers the full curriculum of a college semester and includes five language skills: listening, speaking, reading, writing, and cultural awareness. Classes meet online in three one-hour sessions each week and the homework helps students prepare for each class. In the advanced class, thought-provoking discussions are conducted primarily in Russian.

Professional Language Training courses

RUSS 315E. Advanced Russian: Understanding Russia in Everyday Contexts (1). This course is designed to advance students' understanding of the culture of everyday life in Russia and thus promote the intercultural competency necessary for deep comprehension of Russian texts and for meaningful interactions with Russians in a variety of contexts. Through a close analysis of Viktoria Tokareva's *Pervaya Popytka*, students learn to decode messages embedded in the novella's many textual allusions to Russian culture, history, and behavior. Graded credit/no credit.

RUSS 360E. Advanced Russian: Selected Topics in Russian Literature (1). A course involving intensive textual analysis in Russian of selected works of 19th- and 20th-century Russian literature. Topics may focus on a single author or novel, or on a particular theme, such as women in Russian literature, literature and revolution, Russian romanticism, or the Russian short story.

Student Success, Equity, and Community (SSEC) Program

The Office of Student Success, Equity, and Community is invested in and committed to working with students from different backgrounds and demographics in their pursuit of the educational experience that is required in today's world. The office works to ensure that all students have an equitable and inclusive space and place to live and learn at Beloit College. The office's programs and initiatives are designed to create an inclusive community that challenges all students, faculty, and staff to think critically, broaden their global knowledge, and to be the leaders in this changing society.

Student Success, Equity, and Community (SSEC) Program Staff

- Dr. Gloria Bradley
- Joshua Moore

Writing Program

The ability to write effectively is essential to a liberal arts education because writing helps people to learn, to express themselves, and to communicate with others effectively. The writing program's mission is to help students learn to write for varied audiences and purposes, as well as to integrate writing into student learning in all disciplines. The college offers a variety of writing courses, writing-designated courses ("W") across the curriculum, and a writing center to support the learning of all student writers.

Requirements

All students must complete a minimum of 3 designated writing (W) courses. All "W" courses seek to improve students' writing skills and entail a substantial writing component. Students can select designated "W" courses in the Writing Program and in departments and programs across the curriculum. Students may also have additional writing requirements in their major(s).

Writing Works

Writing Works is a place for students to work with a peer tutor on any aspect or stage of every kind of writing assignment. Writing tutors can help students understand an assignment, generate ideas, conduct and document research, revise a draft, and improve punctuation and grammar.

Writing Program Faculty

- Chuck Lewis

Writing Program Courses

WRIT 100. Writing Seminar (.5, 1). The course focuses on developing students' writing skills. Each section of this seminar offers a topical framework for examining the relationship between critical thinking, reading, and writing; practicing effective writing process; generating different kinds of writing; identifying and improving the elements of successful writing; and engaging with other writers, from peer collaboration to research, in a seminar setting. May be taken only once if a grade of "C" or better is received; otherwise a second course may be taken under a different topic. (5T) Topics course. Offered each semester.

WRIT 200. Writing Practicum (.5, 1). This course offers students with college-level experience an opportunity to develop their writing skills around a more advanced and focused set of writing opportunities, practices, and outcomes. May be taken twice under different topics. Offered each semester. Students may take this course no more than twice, under different topics. Prerequisite: One semester at Beloit College or transfer credit equivalent. The 1S and 5T domained versions of this course are, respectively, Writing 201 and 202.

WRIT 215. Writing Practicum: Counting, Writing, Seeing (1). In this course we harness data—and the technologies used to generate them—to become more perceptive readers and better writers. Is it possible to count, or quantify, the qualitative features of writing, whether a poem, a newspaper article, or a tweet? How do we see texts and the relationships between them differently when we use visual forms and graphs, such as word clouds, n-grams, or dendrograms? In order to answer these questions, students experiment with some basic tools in the field of the Digital Humanities—e.g. digital Text Encoding Initiative (TEI) conventions—which they use to analyze their own writing as well as the writing of others. (5T)

WRIT 220. Writing the Environmental Humanities (1). This writing seminar explores a variety of approaches in the evolving field called the "environmental humanities." How can the humanities help students to communicate and respond to one of the most urgent challenges of our time, namely, global climate change? How can insights from the humanities shape a broader understanding of sustainability, climate justice, and global citizenship? While this class draws from many disciplines, its most prominent focus is literary and rhetorical. Students read and write climate fiction and consider how acts of communication, storytelling, and persuasion can positively influence both our current world and worlds of the future. (5T) (Also listed as ENVS 220.)

WRIT 230. Talking About Writing (.5). An introduction to the theory and practice of tutoring peer writers. Students observe and conduct Writing Center sessions. Students who complete 230 are eligible to work in the Writing Center. Prerequisite: consent of instructor.

WRIT 390. Special Project (.25 - 1). Prerequisite: sophomore standing.

WRIT 395. Teaching Assistant (.5). Work with faculty in classroom instruction. Graded credit/no credit.



Admission, Tuition, & Financial Aid

5

Admission

The college admits applicants who appear to be best qualified to benefit from and contribute to its educational environment.

Qualifications

Beloit has no absolute secondary school requirements but gives preference to students from a rigorous college preparatory program. This includes four years of English and at least two years of a world language, three years of college-preparatory mathematics, three years of laboratory science, and at least three years of history or social science.

SAT or ACT test scores are optional for most students, however, TOEFL, IELTS, or other approved English proficiency test scores are required for international students whose instruction has not been in English. Language achievement tests are used for placement.

Application Procedures

The online applications for first-year and transfer students can be found at www.beloit.edu/apply. Beloit College does not discriminate in the admission process based on the application form a student uses. To enroll, students must be beyond the age of compulsory school attendance in Wisconsin (18), have a diploma from a valid secondary school, or have passed a high school equivalency test such as the GED, HiSET, or TASC.

High school transcripts as well as transcripts from all colleges/universities attended, including college/university transcripts from dual enrollment programs, should be submitted directly to Beloit College. Letters of recommendation and a Secondary School Report are optional, although the Admissions Office may request them in certain instances. Interviews are highly encouraged but not required. Beloit does not require an application fee.

Students may apply under one of the following plans:

Early Action

Students may apply under either of two Early Action Plans (deadlines are Nov. 1 or Dec. 1 and notification is Dec. 1 and Jan. 1, respectively). This is a non-binding program; admitted students may reply any time before May 1.

Regular Admission

Beloit's priority deadline for admission is Jan. 15. Applications received after that date will be considered as space allows. Reports of seventh-semester grades may be required. Students are notified when the admissions committee makes its decisions, beginning in early February. May 1 is the national candidates' reply date for students' responses.

Deferred Enrollment

Admitted students who wish to take up to one school year off from formal study between secondary school and college for personal reasons such as work, travel, or internships may request deferred enrollment from the Admissions Committee. Deferrals must be approved by the Admissions Committee by the appropriate deadline, and require an additional enrollment deposit. Students who participate in the program will be guaranteed a place in the enrolling class for the designated term. Reapplying for admission is not required, but submitting updated transcripts, financial aid applications, or other enrollment tasks may be required.

Spring Semester Admission

Students may apply for mid-year enrollment, for which the admission requirements are the same as in the fall. In the past, students have selected January admission for a variety of reasons, including the opportunity to work, complete an internship, or participate in study abroad or overseas travel opportunities prior to enrollment.

Transfer Applicants

Applications for transfer from accredited colleges and universities to Beloit for entrance in August or January will be considered for admission on a selective basis. All academic work of a liberal arts nature completed at other accredited institutions is part of the student's permanent academic record at Beloit College. Official transcripts of such work must be presented at the time of application. No more than 60 semester hours (90 quarter hours) will be applied toward the Beloit College degree. Only liberal arts courses with a minimum grade of C will be credited.

Rescission of Admission

Individuals who are offered admission to Beloit College agree to abide by the policies and standards of conduct contained in its Student Handbook and the Beloit College Course Catalog. Beloit College reserves the right to rescind offers of admission at any point prior to a student's matriculation. Rescission of an admission offer is at the discretion of the college and typically occurs when the college becomes aware of conduct that is in violation of Beloit's Student Handbook, an application that includes false or misleading information, or changes in academic performance. Failure to inform Beloit College of any changes to information contained in the application may also lead to rescission of an admission offer.

Enrollment Deposit

Students have until May 1, the National Candidate Reply Date, to submit their enrollment deposit of \$350. This is a non-refundable fee: \$100 of the deposit will be applied to the first bill from the college; the remaining \$250 will be credited to the student's account upon graduation from Beloit College. The total amount, however, is non-refundable to students who cancel their intent to matriculate at Beloit after paying the deposit. Students will forfeit the deposit if they fail to enroll after three consecutive vacation terms or withdraw from the college. A new \$350 deposit will be required for re-enrollment. Upon graduation, refunds are reduced by any unpaid obligations to the college.

Demonstrating High School Completion

Prior to matriculating at Beloit, all enrolling candidates must demonstrate either successful completion of high school or provide a federally approved alternative to a high school diploma.

For most students, this requirement is fulfilled by providing an official, final high school transcript that lists the date the student was awarded a diploma. For students who are unable to provide a final high school transcript, a copy of a GED transcript or certificate, or certification of a state authorized equivalent to the high school diploma are sufficient. Home-schooled students should provide appropriate documentation to demonstrate completion of high school as determined by the laws in their state.

Students graduating from high schools outside of the United States that do not provide final transcripts may demonstrate completion by submitting a certificate of graduation or final national examination scores.

Transfer applicants who have completed at least 60 semester hours of college/university credit that is transferable towards a Bachelor's degree do not need to provide documentation of high school graduation.

Finalizing Admission

Admission decisions are conditional until final transcripts are received and satisfactory completion of courses is confirmed. Admission may be revoked if this information is not verified by the final official transcript(s). If the validity of the transcript, high school diploma, or high school equivalency test is questioned, the Office of Admissions will request documentation from the secondary school or testing agency that confirms the validity of the student's credential. In addition, the Office of Admissions may contact the relevant department or agency in the state in which the secondary school is located to confirm that the secondary school is recognized as a provider of secondary school education. Withholding information or giving false information to the college may make a student ineligible for admission to the college or subject to dismissal.

Advanced Placement and Credit

Up to 8 units of credit may be applied toward graduation from tests administered outside the college, as described below.

Beloit College offers advanced placement or credit by examination for the College Entrance Examination Board's Advanced Placement (AP) program. AP subject examination scores of 4 and 5 generally are awarded 1 unit (four semester hours) of credit and placement.

Students who have taken the General Certificate of Education advanced-level examination will receive 1 unit of credit for each passing grade (A, B, or C).

Advanced standing also will be given to students who complete the International Baccalaureate (IB). One unit of credit will be given for each score of 4-7 for those who take the higher-level IB examinations, and for each score of 6 or 7 on a standard-level examination.

The college reserves the right to review each test to determine its acceptability. The appropriate academic department will review it in consultation with the registrar. A full schedule of transfer credit policies is maintained at: www.beloit.edu/offices/registrar/.

Tuition and Fees

Cost Breakdown for 2025-2026

Item	Cost Per Year
Tuition	\$62,054
Full board	\$5,490
Room	\$6,618
Health and Wellness Fee	\$252
Student Activities Fee	\$280
Total Direct Costs	\$74,694

The college reserves the right to change any fee as circumstances warrant.

Tuition

Three units per term are required for full-time classification unless a student has received approval of the advisor and the registrar. Half-time students must take a minimum of 1.5 units.

Housing and Meals

Information on room and board charges will be sent to students before the start of each term. The following rates apply for the 2025-2026 academic year.

Room: \$3,309 per semester/\$6,618 per year. Students have a six-term housing requirement.

Board: \$2,745 per semester/\$5,490 per year. A full meal plan is required of all first-year students. Alternate meal plans are available at lower cost in subsequent years. A six-term dining requirement applies to all students.

Payment

The college will bill students approximately two months before the start of each term. Tuition, room, board, and special fees must be paid by the due date of each term or students and/or parents must enroll in a payment plan. Failure to make the appropriate payment or suitable arrangements by the due date will result in a \$175 late payment fee.

Payment Plans

For students and parents wishing to pay on a monthly basis, the college offers payment plans through Nelnet Enterprise. Students may access Nelnet Enterprise through their Beloit College Portal (Welcome - Main View | Welcome Page | Portal) by clicking the 'Financial Services' tab. All payment plans must be in place by the due date. Once students are registered for online access, they may invite parents or others as authorized parties to have online access.

In accordance with federal student privacy regulations (FERPA), parents may only access Nelnet Enterprise if they are granted this access by the student.

Students with an outstanding balance due will not be allowed to register for future semesters, and/or receive a diploma, until the balance is paid.

Special Fees

Applied Music Lessons: \$350 per course.

Auditing (non-degree seeker): \$800 per course. (Laboratory and studio courses and private music lessons may not be audited.)

Beloit Summer Blocks: In 2025, tuition cost is \$1,800 per 1-unit course. Additional fees apply for study abroad courses.

Continuing Education Program: \$1,600 per unit. See "special programs" below.

Credit by Examination: \$100 (for the posting of a successfully completed credit by examination).

Late Registration: \$25.

Late Course Deletion: \$25.

Reduced Schedule: \$7,756.75 per unit.

Senior Citizen/Alumni Rate: \$100 per course (for students older than 65 or alumni enrolling in courses on a non-credit, space-available basis).

Study Abroad: All study abroad students pay the current Beloit College semester tuition charge, which covers educational expenses, but not transportation, room, or board. Room and board charges may be billed by Beloit College or the study abroad program directly, depending on the program. A \$50 administration fee is also applicable to study abroad students. All institutional, state, and federal grants and loans apply to charges.

Summer Tuition for Special Projects and Internships:

Students taking internships and/or special project courses for 0.25 to 1.0 units during the summer will be assessed an administrative charge for each internship or special project. This option may be used for up to a total of two units.

Special Projects: \$617 (2025)

Internship: \$617 (2025)

Transcript: \$5 each charged by Beloit College; additional processing fees also apply. Instructions for ordering transcripts may be found at www.beloit.edu/offices/registrar/.

Refunds

The following refund schedule for tuition, room, board, and fees will determine the financial obligation of a student dropping all courses and withdrawing from the college during a regular credit term. The student must satisfy all prior financial obligations to the college before any refunds can be made.

The refund schedule will govern cases in which students go on an authorized vacation term or withdraw for health or personal reasons after a term has begun. If a student is dismissed or suspended from the college after a term has begun, no refunds of any kind will be made. To receive a refund, a student must submit a vacation or withdrawal form obtained from the Dean of Students Office.

Refund Schedule

Appropriate refunds of tuition, room, board, and fees will be made on a prorated basis.

Refunds for fall and spring:

1st-5th day of classes (week 1): 100%

6th-12th days of classes (week 2): 80%

13th-19th days of classes (week 3): 60%

20th-26th days of classes (week 4): 40%

27th-33rd days of classes (week 5): 20%

No refund after the last day of the 5th week.

Refunds for music lessons: 1st-13th day of classes (weeks 1 & 2): 100%

No refund after the last day of the 2nd week.

Refunds for summer programs less than 7 weeks (excluding Beloit Blocks)

Drop during 1st week of classes: 80%

Drop during 2nd week of classes: 50%

No refund after the last day of the 2nd week.

Refunds for summer programs 7-weeks or more (excluding Beloit Summer Blocks)

Drop during 1st week of classes: 80%

Drop during 2nd week of classes: 60%

Drop during 3rd week of classes: 40%

Drop during 4th week of classes: 20%

No refund after the last day of the 4th week.

Refunds for Beloit Summer Blocks

Drop during 1st day of classes: 80%

Drop during 2nd day of classes: 50%

Drop during 3rd day of classes: 20%

No refund after the 3rd day.

“A week” begins on Sunday and ends on Saturday. A short week, e.g., the first week of classes, is counted as a full week regardless of the number of days of class.

Tuition Refund Insurance

Tuition Refund Insurance is available for families to purchase prior to the beginning of the academic year. More information is available at Policies – Bursar & Tuition – Beloit College.

Financial Aid Return of Title IV Funds (R2T4)

Students receiving financial assistance who withdraw or change to an authorized vacation term after a regular academic term has begun must go through an additional calculation. This will determine how much of their financial aid may be used to pay the remaining institutional charges and how much must be returned. A prescribed federal calculation governs students who receive federal Title IV financial aid—i.e., Unsubsidized and Subsidized Direct Loans, Direct Parent Loan for Undergraduate Students (PLUS), Pell Grant, and Federal Supplemental Educational Opportunity Grant (FSEOG). All grant and loan programs provided by the State of Wisconsin are subject to the same calculation. Any amount that must be returned to Title IV programs will be returned to the source in the order listed above. In other words, any returned funds will first be applied to federal loans, then, if applicable, to Pell or FSEOG sources. Examples of federal refund and repayment calculations can be found on the financial aid webpages.

Special Programs

Continuing Education Program

Beloit College offers adults a continuing education program (CEP) as an integral part of the college's educational mission. To be eligible to participate in the CEP program, a student must be at least 25 years of age or have earned an undergraduate degree and not be enrolled as a full-time student at Beloit.

CEP students will be permitted to register for any Beloit College course not filled during regular student registration. They may enroll in a maximum of 2 full courses in any term, for a maximum of 4 per academic year. CEP students will be charged \$1,600 per full unit. A charge of \$800 is assessed to those auditing a course.

CEP students who are admitted to a degree program at the college may apply up to 2 CEP units earned at the \$1,600 rate toward degree requirements. To apply other completed CEP units toward a degree, the student must pay the difference between the amount paid for that coursework under CEP and the pro-rated tuition charges that would otherwise apply.

Porter Scholars Program

A cooperative program with the high schools in the Beloit area permits a limited number of outstanding high school seniors to take 1 tuition-free course each term for college credit. Textbook costs and additional course fees are the students' responsibility. Porter Scholars typically enroll in introductory courses with available space; some courses are not open to Porter Scholars. Admission to the program is by recommendation of the high school counselors and by approval of the Beloit College director of the Porter Scholars high school program.

Early College Credit

Beloit College participates in Wisconsin's dual enrollment program for high school students. Interested students should check with the Wisconsin Department of Public Instruction for current program requirements. Students must apply and be admitted to Beloit College as a non-degree student. Beloit College may limit the number of units and courses an Early College Credit student can take.

Financial Aid

There are two types of financial aid at Beloit College for which students may qualify—need-based and non-need-based. Most financial aid awards contain a combination of both need-based and non-need-based aid; however, students without need will receive awards whose sole criteria are either academic achievement or some other type of ability. Federal, state, and institutional funds, as well as other financial aid resources, are intended to reduce the difference between the family's resources and college costs. The Free Application for Federal Student Aid (FAFSA) provides an assessment of the family's financial situation and establishes a framework within which the Financial Aid Office allocates financial aid resources.

Students and parents who have questions concerning financial aid are encouraged to visit or contact the Financial Aid Office. Additionally, an interactive financial aid calculator is available on Beloit's website for those prospective students and parents who would like an early estimate of potential financial aid eligibility: Net Price Calculator - Financial Aid - Beloit College. The Financial Aid Office may be reached by email

(faoffice@beloit.edu) or phone (608-363-2663).

Financial Aid Application Procedures

Beloit College requires need-based aid applicants to submit the Free Application for Federal Student Aid (FAFSA), which is available on October 1 each year. Prospective students are encouraged to submit the FAFSA as soon as possible but no later than the recommended deadline (Application Deadlines – Admissions – Beloit College) associated with their admission deadline. Continuing students should submit their FAFSA no later than January 1. Beloit's packaging policies and procedures are based on current college policy as well as federal and state regulations. Subsequent regulatory changes may alter the procedure. The financial aid packages for prospective students will be released according to the release date advertised on the Admission Office's website and will correlate with the admission deadline of the student.

Prospective students who are not interested in need-based aid and only wish to be considered for merit scholarships are not required to file the FAFSA. Rather, they simply need to apply to the college by one of the published admission deadlines and meet the specific scholarship criteria outlined at Scholarships – Financial Aid – Beloit College.

Financial Aid Renewal

Students receiving need-based aid must renew the FAFSA each year. All aid renewal is contingent upon maintaining satisfactory academic progress, outlined at Satisfactory Academic Progress – Financial Aid – Beloit College. Continuing students who meet the renewal requirements and have submitted all required documents will receive a financial aid package in the Portal by May.

Types of Assistance

Scholarships, grants, loans, and campus work are available to Beloit College students who qualify on the basis of need or merit. The types of aid can be viewed at Types of Aid – Financial Aid – Beloit College. All scholarship awards are made possible through the generosity of many generations of alumni and friends of Beloit College as well as the gifts of corporations and foundations. It is the express hope of these donors that all Beloit College students, as alumni, will contribute to the college so that future generations of students will have access to the quality of education provided by Beloit College.

Beloit grants and scholarship funds may only be applied to tuition, **with rare exceptions.**

Need-Based Aid

Financial aid related to a student's need may include any combination of scholarships, grants, long-term loans, and employment opportunities. All scholarships, grants, and loans are applied against Beloit College charges and are credited to the student's account. Campus employment earnings are paid to the student and may be used for incidental expenses. Need-based grant assistance is available for up to nine terms of undergraduate work.

Family Tuition Grant

When two or more unmarried, dependent children from one family are attending Beloit as regular full-time students, each will be entitled to a \$1,250 tuition grant for each semester of concurrent enrollment. This tuition grant does not apply to summer courses.

Loans

The college is prepared to facilitate the loan process for any student in good standing who may be interested in financing a portion of a Beloit education. U.S. citizens or permanent residents are eligible for the Federal Direct Loan program, and a credit-worthy parent may make use of the Federal PLUS (Parent Loan for Undergraduate Students). The loan provisions are favorable to the borrower and may be superior to loans obtained through other commercial channels. The college is also familiar with private loan opportunities and directs students to additional informational resources to make informed borrowing choices.

The Federal Direct Loan programs require borrowers to be enrolled in a minimum of 1.5 units or more.

Work Study

Many work study employment opportunities exist for students on campus. All Beloit College students receive a work study award. Beloit College participates in the federal work study program, and this assistance is available to qualified students. Students who do not qualify for federal work study can receive institutional work study. Job announcements for Beloit College students are posted online at Student Employment – Human Resources – Beloit College.

Merit-Based Scholarships

The college's most competitive awards for academic excellence and personal accomplishment are awarded to entering first-year students and are renewable for up to eight semesters total, provided students maintain satisfactory academic progress. Scholarships are listed online at Merit Scholarships – Admissions – Beloit College. Candidates should check with the Admissions staff for specific deadlines, criteria, and information on maximum combined value for merit-based scholarships.

Other Sources

Wisconsin Grants: The state of Wisconsin has a variety of grants that are available to Wisconsin residents attending any of the independent colleges and universities within the state. More details about the different programs and eligibility requirements can be found at Higher Educational Aids Board.

Other State Scholarships: A few states have programs providing assistance to residents who want to attend college out of state. High school guidance offices or state aid agencies can provide information about this possibility.

Federal Pell Grants: These are federal grants awarded to students with considerable financial need. Pell-eligible students may receive the grant if they are enrolled for at least .25 unit.

Federal Supplemental Educational Opportunity Grants (FSEOG): This federal program is administered by the college and is intended to assist students with exceptional need who would be unable to enter or remain at Beloit College without such aid. Availability of the FSEOG award and the amount awarded are based on the amount of federal funds provided to the school each year and is not guaranteed to a student from one year to the next.

Other Sources of Financial Aid: A variety of Veterans Administration (VA) benefits exist for veterans of the armed services (or their dependents) who have been honorably discharged and who have met service requirements as determined by the VA. Beloit College is an enthusiastic participant in the Yellow Ribbon GI Education Enhancement Program.

Eligibility

Full-time enrollment (at least 3.0 units) is assumed for most institutional aid programs. On occasion, and with permission from the advisor and the registrar, and, if the student lives on campus, the director of residential life, a student may be enrolled at less than full-time status and still receive institutional gift aid. In these cases, the aid will be proportionate to the enrollment status. For example, a student with a \$10,000 per semester Beloit College scholarship who enrolls at half-time status will only receive \$5,000 of Beloit College scholarship for that semester.

Satisfactory Academic Progress

Students must meet certain academic standards to renew their financial aid package each semester. The intent of these standards is to ensure each student is successfully completing their degree requirements at a satisfactory pace. To view the full policy, please visit Satisfactory Academic Progress – Financial Aid – Beloit College.

Three academic standards are required to retain eligibility for federal, state, and institutional financial aid:

Cumulative GPA

Must maintain 2.0 GPA or higher.

Completion Rate

Must successfully complete and earn credit for 67% or more of the units in which the student enrolls.

Maximum Timeframe

Must complete the degree within 150% of units it would normally take to complete the degree (ex: A normal degree requires 31 units to complete; $31 \times 1.5 = 46.5$ units. This is the maximum timeframe (number of units) to complete the degree.

Each student's academic performance is evaluated at the end of each semester after grades are released.

Warning

Students who do not meet the academic standards are given a "warning" notice from the Financial Aid Office (**Please note: this warning notice is different from any warning issued by Beloit College's Academic Performance Committee**). Any student issued a warning notice has one additional semester in which the student is eligible to retain their financial aid eligibility and to work toward meeting the required academic standards. If a student who was issued a warning notice meets the satisfactory academic progress criteria during the following semester, the student will be placed back in "good standing."

Suspension

If a student who was issued a warning notice is unable to meet the academic standards by the end of the following semester, the student will be placed on "suspension" and will be ineligible to receive financial aid in the future until the academic standards are again met.

Appeals

Students who are placed on "suspension" have the opportunity to appeal their suspension and inform the Financial Aid Office of any mitigating circumstances that may have impacted their ability to meet the academic standards. Further information and the appeal form can be found on the web at Beloit College Financial Aid Office.

Effects of Withdrawing on Financial Aid

The Dean of Students Office sends notification to the Financial Aid Office when a student submits their intent to withdraw from Beloit College. This is called an "official withdrawal." For purposes of financial aid only, changing to an authorized vacation term is treated similarly to a withdrawal; the Dean of Students Office also notifies the Financial Aid Office when a student will be taking a vacation term.

The Registrar's Office sends notification to the Financial Aid Office when there is no record that a student attended or completed their classes. This is called an "unofficial withdrawal."

The impact to financial aid eligibility depends on when the withdrawal, official or unofficial, occurs. For example, if a student withdraws at the end of a semester, there is no impact to the financial aid eligibility as long as the student completes their coursework for the previous semester; however, if a student withdraws or leaves without notifying the college (unofficial withdrawal) before the semester has ended, the financial aid may be adjusted based on the policies described below:

Return of Title IV Funding (R2T4)

Even though any federal or state financial aid is posted to a student's account at the start of each semester, the student earns the funds as they complete the semester. The amount of aid that a student earns is determined on a pro rata basis. For example, if a student completed 30% of the semester, the student has earned 30% of the aid they were originally scheduled to receive. For our full policy, including the order in which the aid is reduced and returned, please visit [Withdrawal & Returning Aid - Financial Aid - Beloit College](#).

Institutional Funding

Institutional aid is adjusted when a student withdraws during the semester. The reduction in the institutional grant, scholarship, or loan is calculated to match the Student Accounts's refund policy found at [Policies - Bursar & Tuition - Beloit College](#).

For example, if a student's tuition charge is reduced to 20% of the original semester's charge, the student is eligible to retain 20% of their institutional scholarship, grant, and or loan.

Change in Circumstances

The Financial Aid Office has a formal appeal process for any student/family who is experiencing a significant change to their income or unusual expenses beyond their control (natural disasters, funeral costs, etc.). The process for requesting additional assistance as well as the form is located at Requesting Additional Financial Assistance - Financial Aid - Beloit College.



Academic Calendars

2025 Fall Semester Academic Calendar

Start	End	Title
Aug 15, Fri		New international student move-in day
Aug 15, Fri	Aug 20, Wed	New International Student Orientation
Aug 20, Wed		New domestic student move-in days
Aug 21, Thu	Aug 24, Sun	New Students Days orientation
Aug 22, Fri	Aug 24, Sun	Returning students move-in days
Aug 23, Sat		Online registration, Porter Scholars
Aug 25, Mon		Classes begin
Aug 25, Mon	Aug 29, Fri	First week of classes (add/drop open)
Aug 25, Mon		Convocation 4:30 p.m.
Aug 29, Fri		Last day to add full-term or first-module course
Aug 29, Fri		Last day to convert credit course to audit
Aug 29, Fri		Last day to turn in Special Project contract for full-unit or first module
Aug 29, Fri		All Fall full-time students must be at full time status
Sep 1, Mon		Labor Day (no classes)
Sep 10, Wed		Last day to drop first-module course
Sep 17, Wed		Constitution Day
Oct 1, Wed		Last day to cancel spring term residence hall contract with out penalty
Oct 10, Fri		First module ends
Oct 11, Sat	Oct 19, Sun	Midterm break
Oct 20, Mon		Full-Term courses continue and Second module begins
Oct 22, Wed		Last day to drop full-term course
Oct 22, Wed		Honors Term applications for Spring due
Oct 24, Fri		Last day to add second-module course
Oct 28, Tue	Nov 7, Fri	Advising Period for Spring Registration
Nov 4, Tue		Beloit and Beyond Conference (no classes)
Nov 5, Wed		Last day to drop second-module course
Nov 11, Tue	Nov 14, Fri	Online registration for Spring
Nov 11, Tue	Dec 5, Fri	Spring online registration add/drop
Nov 27, Thu	Nov 30, Sun	Thanksgiving break
Dec 5, Fri		Classes end
Dec 5, Fri		Farewell ceremony for international exchange students
Dec 6, Sat		Study day
Dec 7, Sun		Study day
Dec 8, Mon		Exam day
Dec 9, Tue		Exam day
Dec 10, Wed		Exam day
Dec 11, Thu		Exam day
Dec 12, Fri,		Residence halls close for all students 5 p.m.
Dec 15, Mon		Final grades due

2026 Spring Semester Academic Calendar

Start	End	Title
Jan 15, Thu		Residence Halls open for all new students
Jan 16, Fri		Residence Halls open for all students
Jan 19, Mon		Classes begin/MLK Day
Jan 19, Mon	Jan 23, Fri	First week of classes (online add/drop)
Jan 23, Fri		Last day to add full-term or first-module course
Jan 23, Fri		Last day to convert credit course to audit
Jan 23, Fri		Last day to turn in Special Project contract for full-unit or first module
Jan 23, Fri		All Spring full-time students must be at full-time status
Jan 30, Fri		Incompletes from Fall due
Feb 4, Wed		Last day to drop first-module course
Mar 6, Fri		First module ends
Mar 7, Sat	Mar 15, Sun	Midterm break
Mar 16, Mon		Full-Term courses continue and Second module begins
Mar 18, Wed		Last day to drop full-term course
Mar 18, Wed		Honors Term applications for Fall due
Mar 20, Fri		Last day to add second-module course
Mar 25, Wed	Apr 3, Fri	Advising Period for Fall Registration
Apr 1, Wed		Last day to drop second-module course
Apr 7, Tue	Apr 10, Fri	Online registration for Fall
Apr 13, Mon	May 6, Wed	Continuing add/drop for Fall
Apr 16, Thu		Student Symposium (no classes)
Apr 22, Wed		Spring Day (no classes)
Apr 29, Wed		Classes end
Apr 30, Thu		Farewell ceremony for international exchange students
Apr 30, Thu		Study Day
May 1, Fri		Exam Day
May 2, Sat		Exam Day
May 3, Sun		Study Day
May 4, Mon		Exam Day
May 5, Tue		Exam Day
May 6, Wed	May 8, Fri	Senior Activities
May 6, Wed		Residence Halls close for all non-seniors 5 p.m.
May 7, Thu		Final grades due
May 10, Sun		Commencement/Mother's Day
May 10, Sun		Residence Halls close for seniors 5 p.m.
Jul 1, Wed		Last day to cancel fall term residence hall contract without penalty
Jul 6, Mon		Incompletes from Spring due

2026 Summer Term Academic Calendar

Start	End	Title
May 11, Mon		Summer Term begins
May 11, Mon		Summer Blocks classes begin
May 22, Fri		Last day to drop Summer Blocks courses. See summer refund schedule for dropped courses.
Jun 6, Sat		Online CLS-1 orientation
Jun 15, Mon		CLS-1 begins
Jun 15, Mon		Last day to add CLS-1 courses
Jun 17, Wed		Last day to drop CLS-1 courses. See summer refund schedule for dropped courses.
Jun 19, Fri		Juneteenth celebrated
Jun 26, Fri		Last day to add PRAX 200, PRAX 201, Special Project, and other summer courses
Jul 4, Sat		Independence Day
Jul 7, Tue		CLS-1 classes end
Jul 9, Thu		CLS-2 classes begin
Jul 9, Thu		Last day to add CLS-2 courses
Jul 13, Mon		Last day to drop CLS-2 courses. See summer refund schedule for dropped courses.
Jul 17, Fri		Last day to drop PRAX 200, PRAX 201, Special Projects, and other summer courses. See summer refund schedule for dropped courses.
Jul 31, Fri		CLS-2 classes end
Aug 10, Mon		Summer Term ends

2026 Fall Semester Academic Calendar

Start	End	Title
Aug 14, Fri		New international student move-in day
Aug 14, Fri	Aug 19, Wed	New International Student Orientation
Aug 19, Wed		New domestic student move-in days
Aug 20, Thu	Aug 23, Sun	New Students Days orientation
Aug 21, Fri	Aug 23, Sun	Returning students move-in days
Aug 22, Sat		Online registration, Porter Scholars
Aug 24, Mon		Classes begin
Aug 24, Mon	Aug 28, Fri	First week of classes (online add/drop)
Aug 24, Mon,		Convocation 4:30 p.m.
Aug 28, Fri		Last day to add full-term or first-module course
Aug 28, Fri		Last day to convert credit course to audit
Aug 28, Fri		Last day to turn in Special Project contract for full-unit or first module
Aug 28, Fri		All Fall full-time students must be at full time status
Sep 7, Mon		Labor Day (no classes)
Sep 9, Wed		Last day to drop first-module course
Sep 17, Thu		Constitution Day
Oct 1, Thu		Last day to cancel spring term residence hall contract with out penalty
Oct 9, Fri		First module ends
Oct 10, Sat	Oct 18, Sun	Midterm break
Oct 19, Mon		Full-Term courses continue and Second module begins
Oct 21, Wed		Last day to drop full-term course
Oct 21, Wed		Honors Term applications for Spring due
Oct 23, Fri		Last day to add second-module course
Oct 27, Tue	Nov 6, Fri	Advising Period for Spring Registration
Nov 3, Tue		Beloit and Beyond Conference (no classes)
Nov 4, Wed		Last day to drop second-module course
Nov 10, Tue	Nov 13, Fri	Online registration for Spring
Nov 10, Tue	Dec 4, Fri	Spring online registration add/drop
Nov 26, Thu	Nov 29, Sun	Thanksgiving break
Dec 4, Fri		Classes end
Dec 4, Fri		Farewell ceremony for international exchange students
Dec 5, Sat		Study day
Dec 6, Sun		Study day
Dec 7, Mon		Exam day
Dec 8, Tue		Exam day
Dec 9, Wed		Exam day
Dec 10, Thu		Exam day
Dec 11, Fri,		Residence halls close for all students 5 p.m.
Dec 14, Mon		Final grades due

2027 Spring Semester Academic Calendar

Start	End	Title
Jan 14, Thu		Residence Halls open for all new students
Jan 15, Fri		Residence Halls open for all students
Jan 18, Mon		Classes begin/MLK Day
Jan 18, Mon	Jan 22, Fri	First week of classes (online add/drop)
Jan 22, Fri		Last day to add full-term or first-module course
Jan 22, Fri		Last day to convert credit course to audit
Jan 22, Fri		Last day to turn in Special Project contract for full-unit or first module
Jan 22, Fri		All Spring full-time students must be at full-time status
Jan 29, Fri		Incompletes from Fall due
Feb 3, Wed		Last day to drop first-module course
Mar 5, Fri		First module ends
Mar 6, Sat	Mar 14, Sun	Midterm break
Mar 15, Mon		Full-Term courses continue and Second module begins
Mar 17, Wed		Last day to drop full-term course
Mar 17, Wed		Honors Term applications for Fall due
Mar 19, Fri		Last day to add second-module course
Mar 24, Wed	Apr 2, Fri	Advising Period for Fall Registration
Mar 31, Wed		Last day to drop second-module course
Apr 6, Tue	Apr 9, Fri	Online registration for Fall
Apr 12, Mon	May 5, Wed	Continuing add/drop for Fall
Apr 15, Thu		Student Symposium (no classes)
Apr 21, Wed		Spring Day (no classes)
Apr 28, Wed		Classes end
Apr 29, Thu		Farewell ceremony for international exchange students
Apr 29, Thu		Study Day
Apr 30, Fri		Exam Day
May 1, Sat		Exam Day
May 2, Sun		Study Day
May 3, Mon		Exam Day
May 4, Tue		Exam Day
May 5, Wed	May 7, Fri	Senior Activities
May 5, Wed		Residence Halls close for all non-seniors 5 p.m.
May 6, Thu		Final grades due
May 9, Sun		Commencement/Mother's Day
May 9, Sun		Residence Halls close for seniors 5 p.m.
Jul 1, Thu		Last day to cancel fall term residence hall contract without penalty
Jul 5, Mon		Incompletes from Spring due

2027 Summer Term Academic Calendar

Start	Title
May 10, Mon	Summer Term begins
May 10, Mon	Summer Blocks classes begin
May 21, Fri	Last day to drop Summer Blocks courses. See summer refund schedule for dropped courses.
Jun 5, Sat	Online CLS-1 orientation
Jun 14, Mon	CLS-1 begins
Jun 14, Mon	Last day to add CLS-1 courses
Jun 16, Wed	Last day to drop CLS-1 courses. See summer refund schedule for dropped courses.
Jun 19, Sat	Juneteenth celebrated
Jun 25, Fri	Last day to add PRAX 200, PRAX 201, Special Project, and other summer courses
Jul 4, Sun	Independence Day
Jul 6, Tue	CLS-1 classes end
Jul 8, Thu	CLS-2 classes begin
Jul 8, Thu	Last day to add CLS-2 courses
Jul 12, Mon	Last day to drop CLS-2 courses. See summer refund schedule for dropped courses.
Jul 16, Fri	Last day to drop PRAX 200, PRAX 201, Special Projects, and other summer courses. See summer refund schedule for dropped courses.
Jul 30, Fri	CLS-2 classes end
Aug 9, Mon	Summer Term ends

