

Beloit  
College

# Course Catalog 2017-2019



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# Chapter 1

## Curriculum and Academic Requirements

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# Mission and 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:

- a 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

\*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

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Putting the liberal arts into practice defines a Beloit College education. Practitioners of the liberal arts bring together knowledge and experience. They engage in meaningful reflection and self-assessment to recognize new challenges and to take full advantage of new opportunities. Beloit College students practice the liberal arts not only by acquiring depth of knowledge in a major area of study but also by taking full ownership of their education, bringing to their everyday lives a sense of purpose and consequence.

Through its graduation requirements, and especially through careful advising and mentorship, Beloit College encourages students to develop the knowledge, skills, and dispositions necessary for the practice of the liberal arts. Faculty, staff, and students engage in collaborative exploration of the intersections among the core disciplines and international, experiential, and co-curricular learning. Students are expected to engage different ways of knowing and understanding the world as well as to deepen their understanding of a particular discipline through a major. They hone their writing and quantitative reasoning skills while also coming to understand better the ways in which their social identities affect their perspectives and relationship to the world. In fulfilling the liberal arts in practice requirement, students extend their learning beyond traditional classroom and lab experiences by putting their knowledge into meaningful practice—emphasizing inquiry, first-hand observation, creative problem-solving, and discovery through the application of knowledge in new and different contexts. 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.

## Educational framework and explanation of graduation requirements

### Initiatives Program

The framework for a Beloit education begins with the Initiatives program. Designed to foster student development over the first two years, the Initiatives program helps students create their own educational trajectory and understand its value and purpose while working one-on-one with a dedicated faculty mentor and advisor. With New Student Days and the First-Year Initiatives (FYI) seminar serving as its foundation, the Initiatives program includes a three-semester Advising Workshop sequence, and the college's Venture Grants program—an opportunity

for students to apply for funding to embark on self-designed projects that allow them to put into practice the skills and perspectives they have gained in their first two years at Beloit.

### 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.

### 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.

## Breadth Requirements

### (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 foundational concepts and systems that are central to all investigation. Courses in this domain, among other things, provide the foundations for communication and discourse, for scientific inquiry, and for reasoning itself. The focus of Systems courses is on these foundational concepts themselves, as well as the many rules and principles that govern their systemic relationship and application. Within this domain, students develop an applied, working knowledge of the various relational principles that govern a foundational system.

Examples of 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 articulation of the intellectual processes and techniques used to create an imaginative product with an audience in mind. Courses in this domain engage students’ mastery of techniques and sharpen their aptitude for creative abstraction and its use in the imaginative process. Products that might emerge from courses in this domain include works of art, computer programs, entrepreneurial projects, and other creations that engage students’ mastery of techniques, as well as their abilities to work with and through creative abstraction. The goals of courses in this domain include instructing students on approaches and techniques used for creating conceptual material for an audience, introducing standards of creative practice, training students on observation and critique of their own and others’ work, and cultivating technical proficiency necessary for the creative discipline.

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 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 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 courses may include literature, philosophy, history, and social sciences.

#### Liberal Arts In Practice Experience

All students complete a **Liberal Arts in Practice experience**, usually during their junior year. Through this beyond-the-classroom experience, students connect, adapt, and apply knowledge and skills they’ve gained in one setting to new contexts. Students may meet this requirement in one of three ways: 1) through a LAP-designated course, which is structured to incorporate significant work beyond the classroom, such as fieldwork or community engagement projects; 2) through pairing a beyond-the-classroom experience, such as off-campus study, with a course designed to deepen the learning gained from that experience; 3) through a LAP synthesis in which students connect one or more experiences extending beyond the traditional classroom with their coursework, transfer the skills to other contexts, and

reflect on them, both in ongoing advising and through a culminating project: a public presentation, exhibit, publication, or a performance.

### 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

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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, however, 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 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

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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.

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.)
- 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.)
- 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.)

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

- 4. Completion of the college's liberal arts breadth requirements.** These five requirements, where a requirement is understood as .75 unit or 2 courses, 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.

***Each domain requirement must be satisfied by a different course prefix (e.g., PSYC, BIOL, HIST, CRIS).***

The breadth requirements consist of:

- At least one requirement in **Conceptual and Foundational Systems** ("1S" in course descriptions);
- At least one requirement in **Artistic and Creative Practices** ("2A" in course descriptions);
- At least one requirement in **Social Analysis of Human Behavior** ("3B" in course descriptions);
- At least one requirement in **Scientific Inquiry into the Physical and Biological Universe** ("4U" in course descriptions);
- At least one requirement in **Textual Cultures and Analysis** ("5T" in course descriptions).

**Note:** No transfer work taken after matriculation at Beloit College may be applied toward requirements 1-4. Students may apply only transfer credits earned prior to

matriculation at Beloit College toward these requirements, with the following restrictions:

- Only 1 out of the 3 required writing courses 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 fulfill any of these requirements.
5. Completion of the **liberal arts in practice requirement**, usually during the junior year, that totals the equivalent of at least 1 unit of academic credit: applied or original work extending beyond the traditional classroom, such as 1) a LAP-designated credit (“L1” in the online course schedule), 2) a course with a paired LAP experience (“L2” in the online course schedule), or 3) a LAP synthesis project with a public presentation, exhibit, publication, or performance.
- For additional information, see “Liberal Arts in Practice Center” later in this chapter.*
6. Completion of 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 Liberal-Arts-in-Practice-designated credits, a single capstone unit may not simultaneously satisfy both the LAP requirement and the capstone requirement.
7. Completion of a specific **departmental or interdisciplinary major** with a cumulative grade point average of at least C (2.000) in all full or fractional courses in 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**, with a cumulative grade point average of at least C (2.000) in all Beloit courses attempted.
- a. Such credit is granted on the basis of work done at Beloit, credit by examination, CEEB advance 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”).
  - b. At least 16 units must be completed at Beloit College.
  - c. No more than 2 units of credit earned elsewhere may be transferred to Beloit during the senior year.
  - d. No more than 13 units with any one course prefix may be counted toward the total of 31 units required for graduation.
  - e. No credit shall be granted for repetition of a course for which credit has previously been earned, unless the course is designated as repeatable.
  - f. No more than 4 units of course work offered by the physical education department may be counted toward the 31 units required for graduation.
  - g. No more than a total of 1 unit of teaching assistantship (395) may be counted toward the 31 units required for graduation.
  - h. 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.
  - i. 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.

# Degree Expectations

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1. 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.
2. Students will be expected to complete a My Academic Plan (MAP) during their sophomore year in consultation with their advisor.

For a summary worksheet of degree requirement guidelines, see: [www.beloit.edu/registrar/assets/generalrequirements\\_beg\\_fall2011.pdf](http://www.beloit.edu/registrar/assets/generalrequirements_beg_fall2011.pdf)

## Initiatives Program

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### For First-Year and Sophomore Students

*The Initiatives program is designed to inspire and support students through their first four semesters of college. The different elements of the program work together to foster incoming students' skills, interests, knowledge, and agency. Students develop habits of mind conducive to ethical and creative engagement with the world and learn how to apply different ideas, skills, and perspectives to particular problems and life challenges.*

*The program begins with New Student Days, a week-long orientation that introduces students both to the Beloit College campus and community and to Beloit's distinctive approach to the liberal arts, as well as to the professor who will be their Initiatives advisor—their advisor in the liberal arts—for the next two years. That professor also leads the First-Year Initiatives (FYI) seminar, 1 of 4 courses taken during the first semester at Beloit College. FYI seminars focus on a wide range of fascinating topics, but all of them help students navigate the transition to college, while offering them an engaging and challenging introduction to academic inquiry.*

*While the seminar comes to an end at the conclusion of the first semester, the advising relationship continues over the three subsequent semesters, both through individual meetings between students and their Initiatives advisors, and through an advising workshop held once each semester, in which students reflect on their experiences and plan their educational trajectory, while learning how to take full advantage of the many opportunities that a Beloit education offers.*

*Finally, at the end of the sophomore year, students are eligible to apply for Venture Grants, which provide funds for students to embark on self-designed projects. Grant recipients put into practice the skills and perspectives they have gained over their first two years at Beloit College in projects that expand their*

*academic and personal resources for the exciting opportunities that await them in their junior and senior years.*

### Description of Courses

#### **INIT 100. Initiatives Program: First Year Seminar**

(1). FYI seminars focus on a broad range of topics through the study of which students develop core skills and learn to be both students of the liberal arts and students at Beloit. The seminar design reflects the belief that the desire and freedom to explore an area of mutual interest with others can be an inspiring and rewarding way to begin a liberal arts education. Every seminar invites a small group of students to pose important questions, to think critically and collaboratively from a variety of perspectives, to explore how social identities and cultural lenses shape knowledge and experience, and to communicate effectively with others in writing and speaking. *Graded A, A-, B+, B, B-, C+, C, NC (no credit).*

**INIT 103. Initiatives Advising Workshop.** Held at the beginning of the pre-registration period each semester, Initiatives advising workshops provide structured opportunities for students to reflect upon the skills and perspectives they should be developing as students of the liberal arts and members of local and global communities, and to consider why those skills and perspectives matter and have practical value. They enable students to identify their strengths, interests, and challenges, to set goals for themselves, and to identify strategies and resources for meeting those goals. In the workshops, students develop an academic plan and explore opportunities for enriching their educational experiences at Beloit. Students who participate in all three workshops are eligible for Venture Grants and earn .25 unit of credit.

**INIT 110. Spring Semester Initiatives (.25).** This course connects students entering in the spring semester with an advisor, a group of peers, and college resources. It helps students to identify and address

academic challenges, set goals and priorities, and adjust to college life. The course instructor continues as the student's "Initiatives" advisor through the

sophomore year. *Offered each spring. Graded credit/no credit.*

## Liberal Arts in Practice Center

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### Facilitating opportunities to put the liberal arts into practice.

*At Beloit College, learning happens in many places and contexts, including classrooms, residence halls, athletic fields, research labs, internships, and student work sites. The Liberal Arts in Practice Center (LAPC) helps students take full advantage of this education, explore career possibilities, and prepare for life beyond Beloit. The LAPC helps students identify opportunities to connect their academic and professional interests, hone their skills, and make connections with alumni and other people who have relevant experience. The LAPC administers competitive grants each year that help Beloit College students secure internship, research, and exploration opportunities. The LAPC also works with faculty and staff members to coordinate the advising that helps students make the most of Beloit's many liberal arts in practice learning opportunities across their four years.*

*Working with the LAPC staff and faculty, students prepare themselves for and complete their liberal arts in practice curricular requirement in ways that fit their academic and professional goals and position them for post-graduate success. The LAPC provides information about liberal arts in practice options available across the college and the community, offers courses in community-based learning and entrepreneurship, and advises students about how to locate, structure, and leverage liberal arts in practice experiences that benefit their educational goals.*

### The following offices are part of the Liberal Arts in Practice Center:

#### Career Development Office

Provides students with opportunities to explore potential career paths, cultivate habits for successful career preparation, articulate their experiences to a wide variety of audiences, and connect classroom learning to career trajectories.

#### Center for Entrepreneurship in Liberal Education in Beloit (CELEB)

Encourages students to develop the skills necessary for self-employment through actual *practice*.

#### Office of Community-Based Learning

Promotes academically grounded community engagement and works with students, faculty, staff, and community members to enhance academic goals in all disciplines.

#### Campus and Community Outreach Center

Connects students with volunteer opportunities in the community.

#### Upward Bound and Help Yourself Programs

Prepares local middle and high school students for success in college.

### Description of Courses

**FEP 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: A 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 will be required via an application process in the fall semester.*

**FEP 200. Internship (.25-1).** Students engage in a paired internship-special project experience, which if taken for a full unit of credit, fulfills the Liberal Arts in Practice requirement (LAP-1). Students may enroll in the internship after locating their own internship and securing a faculty sponsor. The faculty sponsor will oversee the development of the content and form of

the academic reflection, as well as provide assessment of 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.*

**FEP 201. Internship Workshop (.5).** Students engage in a paired internship-workshop experience, which fulfills the Liberal Arts in Practice requirement (LAP-2). Students may enroll in the workshop after sourcing their own internship, with approval from the Liberal Arts in Practice professional staff. The course begins with a pre-internship orientation and readings, which focus on reflective practice, professionalism, and workplace communication. Students also craft four to five learning objectives prior to starting the internship, with guidance from the Liberal Arts in Practice Center professional staff. Following the internship, students record and reflect on their experience and its connection to their undergraduate education and their future careers, through group discussion and a reflective essay. All written coursework will be online with a face-to-face wrap-up at the conclusion. Students are assessed on their engagement in the creation of learning objectives, the completion of a minimum of 45 hours at their internship site, and the completion of the reflective essays. Students are expected to register by the end of the add period for any given semester; exceptions may be approved, provided there is sufficient time to complete all requirements by the end of the semester or summer. However, students **MUST** register prior to the beginning of their internship, no exceptions. *Offered each semester, including summer. Graded credit/no credit.*

**FEP 285. Entrepreneurship Practicum (.5, 1).** Qualifying students may 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 together with others 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.*

## The Liberal Arts in Practice Requirement

*Through action and reflection, students connect their experiences beyond the traditional classroom with their learning in the classroom and transfer the skills developed in those experiences into other settings. The Liberal Arts in Practice requirement may be met in any one of three ways:*

- 1. LAP-designated credits (“L1” in the online course schedule):** Some courses are structured to incorporate a significant experience beyond the traditional classroom (such as research-related fieldwork or community engagement projects), and to assist students in reflecting on that experience, making meaningful connections to it, and transferring the skills developed in the experience into other settings. These courses are LAP-designated credits, and students who successfully complete a unit of such courses will have satisfied the Liberal Arts in Practice requirement.  
  
For-credit internships, as well as applied or original work embedded in many of our off-campus study programs, also count as LAP-designated credits. While some capstones may qualify as LAP-designated credits, note that a single capstone unit may not simultaneously satisfy both the Liberal Arts in Practice requirement and the capstone requirement.
- 2. Courses with paired LAP experiences (“L2” in the online course schedule):** Some courses may not themselves incorporate a significant experience beyond the traditional classroom, but they are designed to reflect on, make connections to, and transfer skills from beyond-the-classroom experiences external to the course (such as, for example, off-campus study). All such courses, together with their paired LAP experiences, satisfy the Liberal Arts in Practice requirement. This may include certain capstone courses. Note that the courses in this option need not be a full unit to satisfy the requirement, and students need not earn academic credit for the paired LAP experience.
- 3. LAP syntheses:** These occur when students connect one or more experiences extending beyond the traditional classroom with their coursework, transfer the skills developed in those experiences into other contexts, and reflect on them both in ongoing advising and through a culminating project: some public presentation, exhibit, publication, or performance. LAP syntheses include a large and undefined range of possible experiences beyond the traditional classroom, including but not limited to: on-campus and off-campus jobs, community

outreach, athletics, student government and other leadership opportunities, work at CELEB, in art galleries, or in museums, and travel opportunities unrelated to college work.

4. Students intending to satisfy their LAP requirement through a LAP synthesis must

declare and explicitly articulate the synthesized experiences to their academic advisor before the end of their junior year. Approval is determined by an academic advisor, though the culminating project may be advised by a faculty or staff member other than an academic advisor.

## Writing Program

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*The ability to write effectively is essential to a liberal arts education because writing helps us to learn, to express ourselves, 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 across the curriculum, and a writing center to support the learning of all student writers.*

### Faculty

CHRISTINA CLANCY

TAMARA KETABGIAN

CHARLES LEWIS, director

MEGAN MUTHUPANDIYAN

KYLIE QUAVE

MATTHEW TAYLOR

STEVEN WRIGHT

### 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).

### The Writing Center

The Writing Center 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.

### Description of 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. Prerequisite: one semester at Beloit College or transfer credit equivalent.*

**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. *Offered annually. Prerequisite: faculty recommendation and consent of instructor.*

# Academic Regulations

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## 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:** Typical full-semester courses that meet approximately four hours per week or more are awarded 1 unit of academic credit. One Beloit College unit is the equivalent of 4 semester hours or 6 quarter hours. This follows the federal definition of a credit hour.

A 1-unit course is expected to involve a minimum of 12 total hours of student work per week. This expectation of two hours of preparatory or follow-up work for each hour of regularly scheduled class time may include laboratory or studio time. 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 Liberal Arts in Practice website: <https://www.beloit.edu/lapc/internships/types/>.

**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, .5, or 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. Failure to attend classes may affect the final grade, depending on the policy of the instructor of each course.
2. If at any point before the add deadline a student has missed more than half of the scheduled class sessions, an instructor may, in consultation with the student's advisor, drop a student from a course. The instructor shall submit a drop card to the Registrar's Office, signed by both the instructor and the student's advisor. The Registrar's Office shall notify the student about the instructor-initiated drop. *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.*
3. If a student does not plan to attend a class, she or he should follow regular drop procedures unless the student has received written notice that she or he has been officially dropped from a class.
4. Each instructor should report to the director of academic advising any excessive number of absences which, in the opinion of the instructor, affect the student's work. 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.
5. 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.
6. Excused absences for religious holidays must be arranged 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.

### 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 first-year seminar leader 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, is to 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/dss/](http://www.beloit.edu/dss/).

### My Academic Plan (MAP) and Declaring a Major

During their first two years, students, in consultation with their advisors, are expected to consider their personal goals, both academic and co-curricular, and develop an academic plan. In order to complete the academic plan, students develop goals that reflect their interests and aspirations and prepare a two-year plan to meet those goals. They will consider the many opportunities available at Beloit, both academic and co-curricular, such as overseas and off-campus programs, internships, work experience on and off campus, involvement with clubs, college governance, and sports. A completed MAP will incorporate graduation and major requirements in addition to other experiences. The MAP is a planning process,

and students may change it at any time. Students may declare a major in any field of concentration offered by the college or design their own major. They must declare a major no later than the time they elect courses for the fifth credit term.

### 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 units. To be considered full-time, a student must be registered for at least 3.0 units, unless he or she has received approval 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/for\\_students/course\\_overload/](http://www.beloit.edu/registrar/for_students/course_overload/).

**Dropping and Adding Courses:** After registration is completed, any changes in course election must be approved by the student's advisor and the course instructor. After the first day of classes, a course may be elected as late as the end of the first week of the term, with the approval of the advisor and the instructor of the course. After the first week of the term, students must obtain approval of the registrar before adding courses to their schedules and will be 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 if the intent to drop is proved to the satisfaction of the Academic Performance Committee. If the committee is not satisfied that the student intended to drop the course prior to the deadline, the student must be graded 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 units at a rate consistent with achieving 31 units by the end of eight semesters. A student may be given a probationary period when he or she falls below either of these expectations.

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, which is composed of faculty and administrators and is 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.

**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.

## 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 and First-Year Initiatives seminar).

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

**RNC:** Indicates unsatisfactory repetition of a previously failed course (see “Repeated Courses” below).

**S:** Satisfactory (given only for registered non-credit internships and 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:** *A student may repeat a course only if she/he has received an “F” grade.* A student opting to retake a failed course will be evaluated CR/NC. If the student receives a “CR” in retaking the course, the “F” shall not be figured into the student’s grade point average, but shall be recorded on the student’s transcript as “RF.” If the student receives lower than a “C” in retaking the course, a grade of “RNC” shall be posted.

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.

**Incompletes:** 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' 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/Transcript Policies

**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 (JICS), 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 must be presented in writing to the registrar, giving notice of at least one week. Requests may also be submitted on line at [www.studentclearinghouse.org/](http://www.studentclearinghouse.org/). A fee is charged for each transcript issued. All financial obligations to the college must be arranged to the satisfaction of the Accounting Office before a transcript may be prepared for a student.

In accordance with FERPA, students who wish to review those records, files, documents, and other materials that contain information directly related to the student and which are maintained by the college, 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:** No more than 15 units (60 semester 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 3 units of distance learning course work (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. A student who believes he or she has the necessary knowledge, preparation, or background to establish credit by examination shall make application to the appropriate department chair no later than the end of the second week of the semester. If the student has a reasonable chance to establish credit, he or she 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.

## 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.

**Requirements for Departmental Honors:** (a) the consent of the department chair, normally given not later than the beginning of the first term of the senior year and reported by the department chair to the registrar not later than two weeks after the opening of that term; (b) 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.

## Honors Term Awards

**Description and Purpose of Awards:** 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 will 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.

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.

Applicants must have a strong record at Beloit College, which includes:

1. Good academic standing, with a minimum 3.200 cumulative grade point average required for a Scholar Award;
2. Active participation in one or more departments or disciplines;
3. A curricular or co-curricular record that demonstrates the ability to organize, manage, and complete an honors term project independently;
4. 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.

### General Information and Application Process:

Honors term students enroll in HTRM 100 (scholar) or 101 (service) for 2 units and may take up to 3 additional units of credit. For enrollment restrictions, see course overload policy at [www.beloit.edu/registrar/for\\_students/course\\_overload/](http://www.beloit.edu/registrar/for_students/course_overload/). Any courses taken will be graded and included in the student's grade point average. In order to be eligible for an honors term award, a student must have completed all credit-bearing requirements for graduation. The proposal may include the completion of non-credit-bearing requirements to achieve honors in a major the student

has already completed. An honors term may not be used to complete an additional major, minor, or certification.

Applications must be submitted to the Office of the Dean of the College no later than the Wednesday after mid-term break during the term in which the student expects to complete all credit-bearing graduation requirements. The Academic Performance Committee will review each proposal. Applications for either type of honors term consist of a narrative proposal and supporting documents.

The narrative should include the following elements:

1. A statement of the proposed project, and courses to be taken;
2. An explanation of the project's value to the student;
3. An explanation of the value of the selected courses to the student;
4. A description of the proposed project's contribution to the college;
5. A summary of the student's qualifications for carrying out the project;
6. The name(s) of the faculty or staff member(s) who will be the primary sponsor(s) for the honors term project.
7. If a project relates to a department or program other than the one represented by the primary sponsor(s), evidence that the department or program to which the project pertains has been consulted and supports it.

The narrative proposal should be accompanied by:

1. Letter(s) of support from the primary sponsor(s), including an assessment of the student's qualifications and of the project's value to the student, the college, or the community;
2. Letter(s) of support from any community members or organizations that will be engaged during the proposed project;
3. A copy of the student's college transcript.

Students who wish to drop an honors term may do so in accordance with the college policy for dropping classes. A student who drops an honors term must also drop all other courses in which she or he enrolled.

An incomplete for the honors term will be granted in accordance with the college policy for incompletes.

**Selection:** Selection of Honors Term Awards will be competitive, and applications will be judged on the merit of the proposal; the qualifications of the student; the value of the project to the student; the value of the proposed contribution to the academic

and/or co-curricular programs of the college or to the community; and the quality of the recommendation.

Final selection will be made by the Academic Performance Committee. Applicants will be notified of the decisions approximately two weeks following the date when applications are due.

Specific decisions will not be based on a particular quota in any given year, but will favor projects that combine scholarship and service.

**Final Report:** An honors term student shall file a report of the project with the dean of the college at the end of the honors term. The report is due by the end of the final exam period of the semester in which the honors term is undertaken. The honors term recipient's primary sponsor will inform the dean of the college whether the student should receive a grade of CR or NC for HTRM 100 or 101. Students must receive a recommendation for CR and file their report in order to receive a grade of CR on their transcript; otherwise, a grade of NC will be assigned and appear on the transcript.

**HTRM 100. Honors Term Scholar Award (2).**

This award is available to outstanding students who would like to continue their study for an additional term beyond graduation. Students who are selected will receive full tuition remission in exchange for undertaking a project that contributes significantly to the academic and/or co-curricular program of the college and simultaneously furthers their own academic or professional development. Honors Term Scholar Awards may be given for projects that involve academic research, educational research, or program development. Dropping this course will entail dropping all other courses for which the student is registered. *Graded credit/no credit. Prerequisite: complete all credit-bearing requirements for graduation and approval of the honors term proposed.*

**HTRM 101. Honors Term Service Award (2).**

This award is available to outstanding students who would like to continue their study for an additional term beyond graduation. Students who are selected will receive full tuition remission in exchange for undertaking a project that contributes to the academic and/or co-curricular programs of the college and simultaneously furthers their own academic or professional development. Honors Term Service Awards may be given for service to the college, service to the community, or a combination of these. Dropping this course will entail dropping all other courses for which the student is registered. *Graded credit/no credit. Prerequisite: complete all credit-bearing requirements for graduation and approval of the honors term proposed.*

# Chapter 2

## Majors

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# Fields of Study

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## Major Fields of Concentration

### Anthropology\*

#### Art and art history\*

Art history  
Studio art

### Biochemistry

### Biology\*

Ecology, evolution, and behavioral  
Environmental  
Molecular, cellular, and integrative

### Chemistry<sup>1\*</sup>

Chemistry  
Applied  
Biological  
Environmental

### Classics\*

Classical civilization  
Classical philology

### Cognitive science\*

### Comparative literature

### Computer science\*

### Critical identity studies\*

### Economics

Economics  
International political economy  
Business economics

### Education and youth studies

Children and schools  
Adolescents and schools  
Youth and society

### Engineering program

### English\*

Literary studies  
Creative writing

### Environmental studies\*

Environmental communication and arts  
Environmental justice and citizenship

### Geology\*

Geology  
Environmental

### Health and society\*

### History\*

### Interdisciplinary studies (self-designed)\*

### International relations

### Mathematics\*

### Modern languages and literatures\*

Chinese language and culture  
French  
German studies (minor only)  
Japanese language and culture  
Modern languages  
Russian  
Spanish

### Music\*

### Philosophy\*

### Physics and astronomy\*

### Political science\*

### Psychology

### Religious studies\*

### Sociology

### Theatre, dance and media studies\*

Dance  
Media studies  
Performance  
Production

## Pre-professional Programs

Engineering programs (3-2 and 4-2) (*see chapter 2*)

*See chapter 4 for:*

Environmental management and forestry program  
Pre-law preparation  
Pre-health professions preparation

## Teacher Certification

Wisconsin-approved programs for teacher certification and licensure:

- Children and schools (middle childhood/early adolescence, grades 1-8)
- Adolescents and schools (early adolescence/adolescence, grades 6-12)
- Art education (early childhood-adolescence, ages birth-21)

Beloit also offers programs leading to licensure in drama and foreign language education (early childhood-adolescence) through the adolescents and schools track.

\*Minor also offered

<sup>1</sup>American Chemical Society certification also offered

# Anthropology

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*Anthropology is the study of human cultural diversity as it has developed over time and through space, as well as in relation to biology and the environment. The aim of the program is to provide students a strong foundation in the main subfields of anthropology, including cultural anthropology (the study of contemporary cultures and social organization), archaeology (the study of cultures and social organization from material remains), and physical anthropology (human biological diversity, both in comparative perspective and as it has developed over time). Advanced courses as well as independent research allow majors and minors to focus their studies in preparation for a wide range of careers, both in anthropology and in other professional fields, including education, law, medicine, social work, public health, urban planning, forensics, and cultural resource management.*

## Faculty

R. JASON ALLEY

LISA ANDERSON-LEVY

JENNIFER ESPERANZA

SHANNON FIE, co-chair

WILLIAM GREEN (museum studies)

NANCY KRUSKO, co-chair

ROBERT LaFLEUR (history)

KYLIE QUAVE

LESLIE 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 from the essentials category (200-250).
  - d. Anthropology 380 (.5) (Senior Capstone).
  - e. The remaining 3 units may be satisfied by elective anthropology courses chosen in consultation with the advisor, 1 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 word-processing and 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. 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.

*Note: Participation in fieldwork courses, overseas experience, and foreign language are strongly recommended.*

## 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 Courses

Foundational (100, 110, 120)

Essentials (200-250)

Intermediate Electives (251-299)

Advanced Electives (300-399)

### Description of 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 and Prehistory (1).** An introduction to archaeology. Human technical and cultural development from the prehuman state to the beginnings of history. (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 160. Music Cultures of the World (1).** *See Music 160 for course description.* (3B) *Offered each spring.*

**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 each fall and occasionally spring semester. Prerequisite: two 100-level foundational courses chosen from Anthropology 100, 110, 120.*

**ANTH 204. History of Anthropology (1).** This course examines the development of anthropology as a distinct field, focusing on historical contexts and institutional settings. The course highlights intellectual contributions of founding figures and associated theories and schools of thought. Students gain critical perspectives on the processes of methodological innovation and theory building within anthropology. *Offered odd years, spring semester. Prerequisite: two 100-level anthropology 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 even years, spring semester. Prerequisite: Anthropology 100.*

**ANTH 209. Language and Culture (1).** This course is an introduction to the subdiscipline of linguistic anthropology: the study of language as a cultural resource and speaking as a cultural practice. Linguistic anthropology is concerned with the study of speech communities: groups of individuals who share a way of speaking. Throughout the semester, we read and discuss various topics related to the study of language and culture: language change; bilingualism; literacy and citizenship; the use of language in describing illness and speech as performance (poetry, hip-hop, dirty jokes). We also examine how ethnographic methods can be used alongside linguistic methods to better understand the connections between culture and communication. (Also listed as Critical Identity Studies 251.) *Offered occasionally. Prerequisite: Anthropology 100 or consent of instructor.*

**ANTH 210. Field Research in Cultural Anthropology Preparatory Course (.5).** This course is the first in a series of three (210, 211, and 212) in

which students plan ethnographic research, conduct the fieldwork, and then analyze and reflect on their results. In this preparatory course, students prepare to go to “the field”: they prepare research proposals and literature reviews of their topics and geographical area to be researched (including the social, political, and historical contexts of the field site). These proposals guide the work students do in the field. *Offered occasionally, spring semester. Prerequisite: Anthropology 201 or 208 or consent of instructor.*

**ANTH 211. Field Research in Cultural Anthropology (1).** In this class, students travel to a field site where they conduct ethnographic research for three weeks between formal semesters. Having already designed research questions in Anthropology 210, students follow their plan through this data-gathering phase. Students learn to appreciate the problems inherent in cultural research (especially ethical ones) and are expected to keep detailed notes while working closely with both Beloit College faculty as well as local interlocutors. *Offered occasionally, summer. Prerequisite: Anthropology 210 or consent of instructor.*

**ANTH 212. Field Research in Cultural Anthropology Post Course (.5).** Having conducted ethnographic field research in Anthropology 211, students in this course analyze their data and reflect on the experience and outcomes of their research. They are expected to present a written ethnographic account of their fieldwork and the processes they used to acquire their data and reach their conclusions. Students present their conclusions to a public audience (e.g. Symposium Day or International Symposium Day). May be repeated for credit if topic is different. *Offered occasionally, fall semester. Prerequisite: Anthropology 211 or consent of instructor.*

**ANTH 214. Field Research in Archaeology (1).** Provides intensive, hands-on training in the problems and techniques of archaeological research. Practical training in the recovery, recording, and analysis of field data. May be repeated for credit if topic is different. *Offered summer. Prerequisite: Anthropology 110 and 201, or consent of instructor.*

**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.*

**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 219. Environmental Archaeology (1).** Environmental archaeology attempts to understand the interrelationships between cultures and environments of the past. This course examines how archaeologists study the environmental contexts of past societies, and it engages students in the practice of environmental archaeology. Students review the theoretical bases of cultural ecology and paleoecology and learn the principal methods of paleoenvironmental reconstruction from archaeological and non-archaeological data. Major topics covered are climate, landscape and geoarchaeology, vegetation, fauna, and human impacts on environments. Students visit nearby archaeological sites and laboratories, process soil samples from archaeological sites, conduct team research on plant and animal remains recovered from these samples, and present oral and written research reports. (Also listed as Environmental Studies 219.) *Offered odd years, spring semester. Prerequisite: Anthropology 110.*

**ANTH 230. Human Osteology (1).** A detailed examination of human skeletal anatomy, variation, growth, and development stressing characteristics diagnostic of sex, age, and ethnic origin. Emphasis is given to techniques useful in demographic reconstruction of past populations. Identification of paleopathological conditions is included. Specimens from the Logan Museum collections serve as study material. Lectures and laboratory. *Offered each year. Prerequisite: Anthropology 120 or Biology 110 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 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 254. Native North American Cultures (1).** An introduction to the Native peoples and cultures of North America, emphasizing historical and ethnological perspectives and material culture studies. Readings include works by Native and non-Native anthropologists and historians as well as autobiographies. Logan Museum collections supply important learning resources. Course format combines lectures, discussions, student presentations, guest presentations, and museum object studies. *Offered even years, spring semester. Prerequisite: Anthropology 100 or consent of instructor.*

**ANTH 255. Native North American Cultures: Field Study (.25).** This course's focus is a six-day study trip to Native American communities, cultural institutions, and heritage sites. The course includes pre-trip readings; visits to Indian reservations, museums, schools, and historic sites; and a post-trip reflection and research paper. The course is an optional supplement to Anthropology 254 and can only be taken simultaneously with Anthropology 254. Attendance is limited to seven students. *Prerequisite: Anthropology 254 must be taken simultaneously.*

**ANTH 257. Secularism and Fundamentalism (1).** This advanced-level course investigates the mutually constituting relationship between "secularism" and the diverse set of contemporary movements labeled (whether by adherents or critics) as "fundamentalist." Media representations, polemical writings, and campus norms will be analyzed, to both better understand the centrality of these categories in the construction of political, social, and personal realities and to recognize and critique our own assumptions through comparative study. (Also listed as Religious Studies 280/Critical Identity Studies 309.) *Offered occasionally. Prerequisite: Critical Identity Studies 165, Anthropology 100, or at least one course in Religious Studies.*

**ANTH 260. Primate Social Behavior and Ecology (1).** The natural history of nonhuman primates from an evolutionary, ecological, and social perspective. The course includes a survey of the primate order, including an assessment of the behavioral characteristics of each group in light of modern

evolutionary theory. Topic issues and competing paradigms in the field, methodological issues, and conservation programs will be explored. *Offered occasionally. Prerequisite: Anthropology 120 or Biology 111 or consent of instructor.*

**ANTH 262. 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 each fall. Prerequisite: Anthropology 100 or 120, plus 1 course from biology, psychology, or an additional anthropology course; or consent of instructor.*

**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.*

**ANTH 302. Anthropology of Whiteness (1).** This course explores the construction and operation of whitenesses primarily in the United States, though it also looks at non-Eurocentric notions of whiteness by examining whiteness both as a category of analysis as well as a social category. It considers how whiteness came to be understood as an unmarked category, by whom, and how it operates in conjunction with gender, sexuality, and/or class in lived experiences. (Also listed as Critical Identity Studies 302.) *Offered occasionally. Prerequisite: junior or senior standing and Anthropology 100 or Critical Identity Studies 165 or Sociology 100 or consent of instructor.*

**ANTH 305. Gender and Culture (1).** This course offers cross-cultural perspectives on the construction of gender and its social roles. It considers the usefulness of gender as a category of analysis, its relation to sex and sexuality. Throughout the semester we consider the differing ways in which gender is understood and what this means for the theoretical purchase of the term within anthropology. (Also listed as Critical Identity Studies 305.) *Offered occasionally. Prerequisite: junior or senior standing and Anthropology 100 or Sociology 100 or Critical Identity Studies 165 or consent of instructor.*

**ANTH 306. Race and Culture (1).** This course explores the internal logic of race and culture and how each has been shaped by and deployed in U.S. anthropology in order to understand the theoretical work each accomplishes. It considers the nature of the relationship between culture and race as well as if or how they enable each other and what this means for how anthropologists conduct research. (Also listed as Critical Identity Studies 306.) *Offered occasionally.* *Prerequisite: junior standing and Anthropology 100 or Critical Identity Studies 165 or Sociology 100 or consent of instructor.*

**ANTH 309. Anthropology of Consumer Society (1).** In this course, we critically examine consumerism around the world and its impact on culture, politics, identity, and place. We explore how even the most mundane activities (shopping, eating, driving, reading, etc.) have increasingly become reorganized through capitalist-style consumption. Utilizing materials from anthropology as well as other disciplines (e.g. sociology, gender studies, cultural studies), we examine how consumption has had a dramatic effect on society and culture over the last century. Some of the topics we explore are: bottled water, romance novels, gated communities, second-hand clothing markets, national cuisine in Belize, children's consumer choices, shopping malls, and post-industrial flaner. (3B) (Also listed as Critical Identity Studies 209.) *Prerequisite: Anthropology 100 or Critical Identity Studies 165 or Sociology 100.*

**ANTH 314. Archaeology of North America (1).** Examination of the major culture areas, time periods, and archaeological sites of North America. Attention focuses on changing subsistence and settlement strategies, cultural interaction, and the emergences of social complexity. *Offered occasionally.* *Prerequisite: Anthropology 110 and either 201 or 216, or consent of instructor.*

**ANTH 321. Forensic Anthropology (1).** Forensic anthropology is an applied subfield within the discipline of anthropology and is most reliant on the knowledge, theories, methods, and techniques of the subdisciplines of biological anthropology and archaeology. Osteological and archaeological techniques aid in the location of human remains and associated evidence, recovery of all remains and physical evidence from a scene, and the analysis and interpretation of the scene context and recovered remains in order to reconstruct the events that occurred on-scene, and contribute information that may lead to personal identification and determination of cause and manner of death. Once identified as human, the determination of age-at-death, sex, stature, ancestry, and any other characteristics that may lead to a positive identification. Determination of cause and manner of death is based upon the interpretation

of skeletal trauma and/or disease processes. This course explores the role and contribution of forensic anthropologists in death investigation. *Prerequisite(s): Anthropology 230 or consent of instructor.*

**ANTH 323. Anthropology of Sex and Reproduction (1).** This course will examine 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. Our approach will enable us to study the interrelatedness of biological, behavioral, cultural, social, and political aspects of human sex and reproduction. Through readings, lectures, films, and class discussions, we will examine issues such as new reproductive technologies, the biology and culture of pregnancy and childbirth, mate choice, menopause, sexual dysfunction, sex/gender anomalies, etc. (Also listed as Health and Society 323) (3B) *Prerequisite: junior or senior standing, and Anthropology 100 or 120, or Biology 110.*

**ANTH 324. Hominid Paleoeology (1).** This course examines in detail the paleoecological context in which humans evolved from the Miocene divergence of the hominoids to the emergence of modern *Homo sapiens*. Emphasis is placed on community structure and interspecific competition in an effort to derive the ecological selection pressures that shaped human evolution. The origins of bipedality, changing subsistence patterns and the associated dental and skeletal adaptations, social behavior, and the expansion of hominid cranial capacity will be discussed from these perspectives. *Offered occasionally.* *Prerequisite: Anthropology 120 or Biology 110 and junior or senior standing, or consent of instructor.*

**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 each semester.* *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 every semester. Prerequisite: Anthropology 201, senior standing, and a declared anthropology major or minor.*

**ANTH 390. Special Projects (.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 and Art History

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*The department of art and art history offers two concentrations for its majors and minors: studio art and art history. The purpose of each is to lead students to appreciate, understand, and develop creatively in the visual arts. Studio courses provide a conceptual and process-oriented approach to art-making. Art history is taught with emphasis on the connection between art and society.*

## Faculty

JOY BECKMAN, co-chair

DAVID BOFFA

SCOTT ESPESETH, co-chair

MARK KLASSEN

JO ORTEL

MEREDITH ROOT

GEORGE WILLIAMS, JR.

## Studio Art Major

(11 units)

- Eleven departmental units:
  - Art 103 and 115.
  - Two art history courses chosen from: Art History 120, 125, or 130.
  - Art History 245.
  - Five units of studio courses in a minimum of two media.\* Of the 5 courses:
    - At least 2 must be 200-level
    - At least 1 must be 300-level.
- 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.
- Writing/Communication requirement: The department of art and art history 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.*

## Art History Major

(12 units)

- Ten departmental units:
  - Art History 120 and 125.
  - Three 200-level art history courses.
  - Art 103 or 115.
  - One additional studio or 200-level art history course.
  - Art History 337 and 1 additional 300-level art history course.
  - One course in Asian art history.
- One year of college-level foreign language.
- Writing/Communication requirement: *See studio art major.*

**Recommended:** *Museum studies minor; two years of college-level study of at least one foreign language and (at minimum) a reading comprehension of a second foreign language; and internships.*

## Studio Art Minor

(6 units)

- One art history course chosen from Art History 125, 231, or 245.
- Five units of studio art courses chosen in consultation with the advisor. At least one must be a 100-level course, one must be a 200-level course, and one must be a 300-level course.

*(Students may not count 395 or 396 toward their minor.)*

## Art History Minor

(6 units)

- Two foundation courses, Art History 120 and 125.
- One Asian art history course chosen from Art History 130, 220, or 235.
- Two additional units of art history chosen in consultation with the advisor. Both must be 200-level or Art History 335.

4. One theory and methods of art history course, Art History 337.

*Note: Students may not count 390, 395, 396, or 397 toward their minor.*

## Description of Courses

### Studio Art

*Note: Varying studio fees are charged in some courses to help defray the cost of tools and consumable materials used by each student.*

**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 or art history major or minor, or consent of instructor.*

**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 or art history major or minor, or consent of instructor.*

**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.*

**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)

**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.*

**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.*

**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) *Normally offered each fall. Prerequisite: Art 103, 115, or 135.*

**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).** A studio course covering the materials, processes, and procedures of painting with acrylics. Descriptive, formal, decorative, and expressive modes are explored. (2A) *Normally offered each semester. Prerequisite: Art 115 or 135.*

**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: Art 103, 115, or 135.*

**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) *Offered in alternate years. Prerequisite: Art 115 or 135.*

**ART 250. Book Arts (1).** This course explores the complex, interdisciplinary processes of bookmaking and bookbinding as an art form. Students learn about visual aspects and processes of book structures and their content. We talk explicitly about the relationships between structure, content, text, and image. Additionally, students are challenged with the processes of bookmaking through their personal exploration of themes. The content of the books may be explored through multiple media, such as photography, writing, drawing, and/or collage. We also discuss histories and theories about how information can be structured and the status of the book in contemporary society. *Prerequisite: any 100-level studio art course.*

**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.*

**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. *Offered each year. Prerequisite: Art 205.*

**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.*

**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.*

**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: senior standing.*

**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: senior standing.*

**ART 390. Special Projects (.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).**

### Art History Courses

**ARTH 120. Art, History, and Culture to 1300 (1).** This chronological and thematic survey introduces art and visual culture from prehistoric times to c. 1400 C.E. Works of art and objects of visual culture are considered in depth, with close attention to social and historical contexts and through comparative cultural study. Slide lectures and discussions, extensive readings, and field trips to Milwaukee and Chicago. (3B) *Offered each fall. Prerequisite: first-year or sophomore standing or consent of instructor.*

**ARTH 125. Art in Europe and the Americas Since 1300 (1).** A continuation of Art History 120 focusing on art and architecture from the Renaissance to the present, this course emphasizes social, economic, and historical settings. Course includes slide lectures with discussion and field trips to Chicago, Milwaukee, and Madison. The Beloit College Wright Museum of Art is also used as a laboratory for close study of original works of art. (5T) *Offered each spring. Prerequisite: first-year or sophomore standing or consent of instructor; Art History 120 recommended.*

**ARTH 130. Arts of Asia: Survey (1).** This course provides a survey of the arts of Asia including India, Korea, China, and Japan. The material is arranged chronologically and covers the periods beginning with the Neolithic period and ending with the present. The course is organized around a series of questions as a way of highlighting the continuities and discontinuities of art produced in Asia. Through a study of the historical and religious contexts of works of architecture, sculpture, and painting, the course attempts to discover the themes that unify the artistic traditions of Asia and those that set them apart and covers topics including the development of images of the Buddha in India, landscape painting in China and Japan, and Japanese woodblock prints. (5T) *Offered every year.*

**ARTH 210. Ancient Greco-Italian Art and Architecture (1).** (2A) *See Classics 230 for course description.*

**ARTH 220. 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.*

**ARTH 231. History of Photography (1).** This course addresses the evolution of the photographic image from its introduction in 1839 to the present. Within a loose chronological organization, broader themes and social and historical contexts are emphasized. The course also introduces critical approaches to photographs as art. A substantial portion is devoted to contemporary photographic activity. Field trips supplement regular class meetings. (5T)

**ARTH 238. Topics in Greek and Roman Art (1).** Study of selected topics in the arts and culture of ancient Greece and Rome c. 800 B.C.E. to 476 C.E. Topics in ancient art might be: representing the body in ancient Greece and Rome; women in ancient art; Augustan Rome. May be repeated for credit if topic is different. (Appropriate topics will be cross-listed with critical identity studies.) *Prerequisite: Art History 120 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, social and historical contexts 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.*

**ARTH 250. The Visual Culture of Medieval Europe (1).** Is medieval art "art"? Was the visual culture of the Middle Ages somehow fundamentally different from that of other times? How did medieval art work visually and culturally to create meaning? What functions and goals did this creation of meaning serve? Who was the audience for these images and ideas? This course considers these questions, among others, through examination of key moments, objects, and monuments in the visual culture of Europe from the third to the 14th centuries, the so-called medieval millennium.

**ARTH 255. Contemporary Art in an Age of Global Warming (1).** What role, if any, can art play in solving current environmental challenges? Is it ethical for artists to make more objects in a world already littered with too many? What would an art based on a true integration of ecological, aesthetic, and ethical consciousness look like? This course explores artist-based perspectives on building a more sustainable future—exciting territory where the very purpose and practice of art are being redefined. We examine a range of contemporary art practices and pressing environmental concerns. Through historical and contemporary readings and field trips, we consider

artists' initiatives within the context and history of environmental thought and contemporary art theory. Scientific labs and fieldwork allow us to test the viability and ethics of key artworks. Additionally, the Science Center building serves as a case study of green architecture. A strong interest in art, art history, and/or environmental studies is required. (Also listed as Environmental Studies 255.) (5T) *Prerequisite: sophomore standing.*

**ARTH 285. 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.*

**ARTH 335. Advanced Topics in the History of Art (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: junior standing and two 100-level art history courses, or junior standing and one 100-level and one 200-level art history course.*

**ARTH 337. Art History: Theory and Methods (1).** This seminar offers a historiography of the discipline of art history and an introduction to the methods of research used to analyze, interpret, and understand art and visual culture. Class sessions are devoted to the critical analysis of formalist, iconographic, feminist, Marxist, and semiotic approaches, among others. A significant portion of the course is dedicated to current art historical theory and practice. (5T, CP) *Offered every year. Prerequisite: junior standing and two 100-level art history courses, or junior standing and one 100-level and one 200-level art history course.*

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

**ARTH 392. Honors Thesis in Art History (.5, 1).** The writing of a substantial paper based on an independent project. Qualified students may apply; departmental faculty will select a limited number of honors candidates each year. *Prerequisite: declared art history major, senior standing, and approved departmental honors application, recommendation of the department.*

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

**ARTH 396. Teaching Assistant Research (.5).**

**ARTH 397. Research Assistant in Art History (.25 -1).** Assistance to an art history faculty member in scholarly research. *Prerequisite: art history major; junior standing; B+ grade point average in art history courses; consent of instructor.*

# Biochemistry

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*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.*

## Faculty

RACHEL BERGSTROM

KEVIN BRAUN

AMY BRIGGS

THEODORE GRIES

KATHRYN JOHNSON

KRISTIN LABBY

GEORGE LISENSKY, chair

LAURA PARMENTIER

## Biochemistry Major

(13.75 units)

1. Nine and three-quarter units:
  - a. Chemistry 117, 220, 230, and 235.
  - b. Biology 110, 111, 121, 141, 151, or 172.
  - c. Biology 247 and 289.
  - d. Biology/Chemistry 260 and 300.
  - e. Chemistry 280 (.25) and either Chemistry 380 (.5) or Biology 385 (.5) or 387 (.5 or 1).
2. Four supporting units:
  - a. Mathematics 110, 113, or 115.
  - b. Physics 101 or 102.
  - c. Two additional units selected from biology, chemistry, mathematics, and physics. (Students select these additional units in consultation with an advisor. Students intending to attend graduate school are

strongly encouraged to take Chemistry 240. Students intending to attend medical school are strongly encouraged to take Physics 102.)

3. Writing/communication requirement: Biochemistry requires skills in oral and written communication. General, technical, and laboratory report writing are skills developed in each class. Public, class, and professional speaking skills are developed through class presentations, Beloit College symposia, and presentations at scientific meetings. Beloit College biochemistry students construct their knowledge of biochemical processes through gathering, organizing, and critically analyzing information. Additionally, students learn to present their research logically and persuasively.

Core courses within the biochemistry major that may be used to satisfy a portion of the Beloit College writing requirement include: Chemistry 117 and 235 and Biology 247 and 387.

In addition, the major offers seminars and capstone experiences that focus on writing and communication. Chemistry 280 covers specific communication skills required by chemistry professionals, including résumé preparation, job searching and interview skills, scientific ethics and issues, and participating in peer review. Chemistry 380 provides multiple opportunities to present topical scientific seminars and to evaluate seminars given by peers and culminates in a departmental presentation that includes synthesis of a body of work selected by the student. Biology 385 is a capstone course that explores an area of biology deeply through careful reading and analysis of the research literature and/or primary investigation. It includes oral presentations, writing, and peer review and culminates in the writing of a critical review or research manuscript. Biology 387 is a capstone experience in which students prepare a primary research manuscript or critical review for submission to the departmental journal, *The Beloit Biologist*, under the mentorship of a faculty member.

4. Computer analysis and data visualization: Computer skills are essential for data acquisition, analysis and visualization, simulations of biomolecular processes, and molecular modeling. Computer programs and software supplement and enhance the skills for oral and written communication in biochemistry. Excel-based spreadsheets and macros are used

throughout the curriculum. Students also learn to use specialized computation and visualization tools including ChemDraw, Spartan, Gaussian, and Protein Data Bank molecular viewers.

# Biology

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*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. We prepare our students to think critically about important biological issues and to apply their informed analyses as citizens and professionals.*

## Faculty

RACHEL BERGSTROM

AMY BRIGGS

YAFFA GROSSMAN

KATHRYN JOHNSON

CHANTAL KOECHLI

JAMES SCHULTE

KEN YASUKAWA, chair

## Fields of Concentration

The biology department offers students the opportunity to pursue a broad background in biology and the supporting sciences through any of three concentrations. Each student electing a field of concentration in biology must complete a four-course core sequence, four or five breadth courses in biology, three courses in chemistry and mathematics, and a capstone course. In addition, students take other courses specific to their chosen concentrations. With proper arrangements, courses taken at other institutions, including field stations, can satisfy certain course requirements.

***Note:** Students intending to elect a concentration in biology or to pursue a health profession should complete an appropriate 100-level biology course, Chemistry 117 or 150, and one other required course in science or mathematics during their first two semesters. Such students should consult with a member of the biology department as soon as possible.*

***Note:** Students majoring in biology may choose either the Bachelor of Arts or the Bachelor of Science degree.*

*Students anticipating graduate study or a medical career are urged to include Chemistry 117 or 150, 220, 230, 235; Mathematics 110 or 113, 115; and Physics 101, 102 in their undergraduate preparation. Additional courses (e.g. Chemistry 240, 245, 300 and Mathematics 175) may be appropriate for graduate work in biology. Many graduate schools and some professional schools require knowledge of a foreign language (e.g. Spanish, French, German, Japanese, or Russian) for admission to their programs. 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. In some cases course substitutions may be permitted, with approval of the biology advisor and chair of the biology department.*

## Biochemistry Major

(13.5 units)

*See biochemistry in the catalog.*

## Ecology, Evolution, and Behavioral Biology

(13.5 units)

*The ecology, evolution, and behavioral biology major provides a broad background in biology with a focus on how organisms evolve, behave, and interact.*

1. Nine and one-half departmental units:
  - a. One organismal biology course chosen from Biology 110, 111, 121, 141, 151, or 172.
  - b. Biology 217, 247, 289, and 385 or 387.
  - c. Three ecology, evolution, and behavioral biology units (at least 1 unit of biology at the 300-level) chosen from Biology 206, 210, 215, 274, 337, 343, 372, 374, or 385\*, or Anthropology 260 or 324.
  - d. Two molecular, cellular, and integrative biology units chosen from Biology 237, 256, 260, 273, 300, 340, 345, 357, 373, or 385\*.
2. Supporting courses (4 units):
  - a. Two chemistry courses chosen from Chemistry 117 or 150, and 220, 230, or 235.
  - b. One mathematics course chosen from Mathematics 104, 110, or 113.
  - c. One geology or physics course chosen from Geology 100, 105, 110, or Physics 101.
3. Writing/communication requirement: The biology department has designed its writing experiences in a developmental sequence

to enhance each biology major's ability to write effectively. We use writing assignments throughout our curriculum to facilitate and assess student learning. Biology majors take at least 3 writing-designated units, which are otherwise required for the major, to satisfy a portion of the Beloit College writing requirement.

4. Capstone: Two capstone course options are available for biology majors: Biology 385, a topically focused course in which students read the current literature on a topic, discuss and debate it, and write a culminating, peer-reviewed manuscript, or Biology 387, a course in which the student writes a critical review or primary research manuscript. Students in Biology 387 submit their manuscripts for publication in *The Beloit Biologist*, the department's in-house journal, which is distributed at the end of the spring semester. Publication of a paper in *The Beloit Biologist* is required for graduation with departmental honors in biology.

*\*Courses that may be used to satisfy this requirement with appropriate course content and advisor approval.*

**Note:** No course may satisfy two requirements.

## Environmental Biology

(13.5 units)

*The environmental biology major provides a broad background in biology with a focus on how organisms interact with their biological and geological environments.*

1. Eight and one-half departmental units:
  - a. One organismal biology course chosen from Biology 110, 111, 121, 141, 151, or 172.
  - b. Biology 217, 247, 289, and 385 or 387.
  - c. Two ecology, evolution, and behavioral biology courses (at least 1 unit of biology at the 300-level) chosen from Biology 206, 210, 215, 274, 337, 343, 372, 374, or 385\*.
  - d. Two molecular, cellular, and integrative biology units chosen from Biology 237, 256, 260, 273, 300, 340, 345, 357, 373, or 385\*.
2. Supporting courses (5 units):
  - a. Two chemistry courses chosen from Chemistry 117 or 150, and 220, 230, or 235.
  - b. One mathematics course chosen from Mathematics 104, 110, or 113.
  - c. Two units in geology: one chosen from Geology 100 or 110; and 1 chosen from Geology 235, 240, or 251\*.

3. Writing/communication and capstone requirements: *See ecology, evolution, and behavioral biology.*

*\*Courses that may be used to satisfy this requirement with appropriate course content and advisor approval.*

**Note:** No course may satisfy two requirements.

## Molecular, Cellular, and Integrative Biology

(13.5 units)

*The molecular, cellular, and integrative biology major provides a broad background in biology, with a focus on the molecular, cellular, and integrative mechanisms by which organisms regulate life processes.*

1. Eight and one-half departmental units:
  - a. One organismal biology unit chosen from Biology 110, 111, 121, 141, 151, or 172.
  - b. Biology 217, 247, 289, and 385 or 387.
  - c. One ecology, evolution, and behavioral biology unit chosen from Biology 206, 210, 215, 274, 337, 343, 372, 374, or 385\*.
  - d. Three molecular, cellular, and integrative biology units, at least 1 unit of biology at the 300 level, chosen from Biology 237, 256, 260, 273, 300, 340, 345, 357, 373, or 385\*.
2. Supporting courses (5 units):
  - a. Two chemistry units chosen from Chemistry 117 or 150, 230, or 235.
  - b. Mathematics 110 or 113.
  - c. Physics 101.
  - d. One unit chosen from Chemistry 220, 230, 235, 240, 245, 260, 300, Mathematics 115, Physics 102 or 210.
3. Writing/communication and capstone requirements: *See ecology, evolution, and behavioral biology.*

*\*Courses that may be used to satisfy this requirement with appropriate course content and advisor approval.*

**Note:** No course may satisfy two requirements.

**Note:** Students anticipating careers in the health professions are strongly encouraged to complete 2 units in literature and composition, Sociology 275, and Philosophy 221.

*The following minor is not open to majors in biology, biological chemistry, biochemistry, or applied chemistry (with biology as a complementary discipline).*

## **Biology Minor**

**(5.5 units)**

*The biology minor focuses on the mechanisms by which organisms regulate life processes, grow and develop, reproduce, and behave. The minor requires 4.5 units representing 100-, 200-, or 300-levels in the biology curriculum, as well as 1 supporting unit in another science or mathematics.*

1. Four and one-half departmental units:
  - a. One organismal biology unit chosen from Biology 110, 111, 121, 141, 151, or 172.
  - b. Three and one-half biology units chosen from Biology 201, 206, 210, 215, 217, 237, 247, 256, 260, 273, 274, 289, 300, 337, 340, 343, 345, 357, 372, 373, 374, or 385.
2. Supporting course (1 unit)
  - a. One unit chosen from chemistry, geology, physics, mathematics, or computer science.

*Note: No more than 2 units taken to satisfy requirements for a major or another minor may count toward the biology minor.*

## **Description of Courses**

**BIOL 110. Human Biology (1).** The anatomy and basic normal functions of the human body with consideration of development, genetics, immunology, endocrinology, and related molecular, cellular, and ecological concepts, and an emphasis on scientific principles and experimental methods. Students design, perform, analyze, and report on small research projects. Laboratory work requires dissection. Three two-hour lecture-laboratory periods per week. (4U) *Offered yearly. Open to all first- and second-year students who have not taken a 100-level biology course; others require consent of instructor.*

**BIOL 111. Zoology (1).** A survey of the animal kingdom with consideration of molecular and cellular biology, genetics, structure and function, ecology, evolution, and behavior of invertebrates and vertebrates. The course stresses scientific principles and experimental methods. Students design, perform, analyze, and report on small research projects. Laboratory work requires dissection. Three two-hour lecture-laboratory periods per week. (4U) *Offered yearly. Open to all first- and second-year students who have not taken a 100-level biology course; others require consent of instructor.*

**BIOL 121. Botany (1).** The structure and function of plants emphasizing adaptations to the environment. The course focuses on the ecology, evolution, reproduction, physiology, cellular and molecular biology, and genetics of flowering plants. The course stresses scientific principles and experimental methods. Students design, perform, analyze, and report on small research projects. Three two-hour lecture-laboratory periods per week. (4U) *Offered yearly. Open to all first- and second-year students who have not taken a 100-level biology course; others require consent of instructor.*

**BIOL 141. Microbiology (1).** 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. Open to all first- and second-year students who have not taken a 100-level biology course; others require consent of instructor.*

**BIOL 151. Marine Biology (1).** A survey of marine organisms from microbes to mammals. The course emphasizes ecology, evolution, anatomy, reproduction, behavior, and physiology of marine organisms, and reviews marine ecosystems from intertidal to deep sea. Students design, perform, analyze, and report on small research projects. Laboratory work requires dissection. Three two-hour lecture-laboratory periods per week. (4U) *Offered occasionally. Open to all first- and second-year students who have not taken a 100-level biology course; others require consent of instructor.*

**BIOL 172. Topics in Introductory Biology (1).** The molecular and cellular biology, genetics, structure and function, ecology, and evolution of organisms, with an emphasis on scientific principles and experimental methods. 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 occasionally. Open to all first- and second-year students who have not taken a 100-level biology course; others require consent of instructor.*

**BIOL 201. Biological Issues (.5, 1).** This course examines the operation and limits of scientific inquiry by focusing on one or more contemporary biological issues. The basic biology of these issues is studied, and each issue is examined from an interdisciplinary perspective. Small groups of students design, perform, analyze, and report on a research project. May be repeated for credit if topic is different. (4U) *Offered occasionally. Prerequisite: one college-level laboratory science course.*

**BIOL 206. Environmental Biology (1).** An exploration of the interactions among organisms with one another and with the abiotic environment. General principles of ecology are examined and applied to contemporary environmental issues at the local, regional, and global scales. Small groups of students design, perform, analyze, and report on a research project. (4U) *Prerequisite: one college-level laboratory science course.*

**BIOL 210. Paleobiology (1).** *See Geology 210 (paleontology) for course description.*

**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 each spring. 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 each spring. Prerequisite is one of the following: one college-level biology course, Anthropology 120, 324, Geology 210, or consent of instructor.*

**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 each fall. 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 or consent of instructor. To register for this course, students must apply to the instructor in advance of the course registration period; preference is given to biology and biochemistry majors.*

**BIOL 256. Anatomy (1).** How does anatomical structure influence cellular and organismal function? The central focus of this course will be the investigation of human anatomy evaluated by functional analysis and in an evolutionary context by comparing similarities and differences among vertebrates. Anatomy of human development will also be emphasized. Laboratory work requires dissection. *Offered every other fall. Prerequisites: One biology course and one chemistry course at the college level are required, and a statistics course is preferred, or consent of instructor.*

**BIOL 260. Nutrition and Metabolism: Biochemical Mechanisms (1).** *See Chemistry 260 for course description.*

**BIOL 273. Topics in Molecular, Cellular, and Integrative Biology (.5, 1).** Topics vary. Designed to pursue topics in molecular, cellular, and integrative biology such as bioinformatics. May be repeated for credit if topic is different. *Offered occasionally. Prerequisite: established individually for each offering, usually based on the background developed in other departmental courses, or consent of instructor.*

**BIOL 274. Topics in Ecology, Evolution, and Behavioral Biology (.5, 1).** Topics vary. Designed to pursue topics in ecology, evolution, and behavioral biology, such as conservation biology and climate change biology. May be repeated for credit if topic is different. *Offered occasionally. Prerequisite: established individually for each offering, usually based on the background developed in other departmental courses, or consent of instructor.*

**BIOL 289. Genetics (1).** Mendelian, population, quantitative, and molecular genetics are developed through 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. DNA and Protein Biochemistry (1).** *See Chemistry 300 for course description.*

**BIOL 337. Population Biology (1).** An investigation of the factors that determine the size of a population, its distribution, and the kinds of individuals that it comprises. Population genetics, population ecology, ecological genetics, and evolutionary ecology are introduced using observational, experimental, and theoretical analysis. Laboratory exercises stress examination of natural populations in the field. Students design, perform, analyze, and report on a major research project. Three lecture-discussion class periods and one laboratory period per week. *Offered occasionally. Prerequisite: junior or senior standing and Biology 247 and 289, or consent of instructor.*

**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. *Offered occasionally. Prerequisite: Biology 247 or another statistics course, Chemistry 117, and at least 1 of the following courses: Biology 237, 256, 260, 289, 300, 345, 357, Chemistry 260, 300, or consent of instructor.*

**BIOL 343. Animal Behavior (1).** The study of the development, causation, function, and evolution of behavior from a biological perspective. The behavior of animals is viewed from theoretical and empirical perspectives, and observational and experimental methods are employed in field and laboratory exercises to test hypotheses for how and why animals behave as they do. Students design, perform, analyze, and report on a major research project. Three lecture-discussion class periods and one laboratory period per week. *Offered odd years, fall semester. Prerequisite: junior or senior standing and one college-level biology course or one 200-level course in anthropology or psychology, or consent of instructor. Recommended: Biology 247, or Anthropology 240, or Psychology 200, or any other statistics course.*

**BIOL 345. Molecular Biology (.5, 1).** Molecular biology lies at the intersection of biochemistry and genetics, investigating how genes are stored and transmitted from one generation to the next and how genes affect physical traits in individual cells and whole organisms. Main topics may include: transcription, translation, replication and repair, molecular organization of genes, gene and protein structure, and molecular biotechnology. This course will focus on experimental design in modern

molecular biology. *Offered occasionally. Prerequisite: junior or senior standing and Biology 289, or consent of instructor.*

**BIOL 357. 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 each spring. Prerequisite: junior or senior standing, Biology 247, Chemistry 117, and at least 1 of the following courses: Biology 237, 256, 260, 289, 300, 345, Chemistry 260, 300, or consent of instructor.*

**BIOL 372. Ecology (1).** Ecology is 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. *Offered odd years, spring semester. 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 373. Advanced Topics in Molecular, Cellular, and Integrative Biology (.5, 1).** Topics vary. Designed to pursue advanced topics in molecular, cellular, and integrative biology, such as neuroscience research and microbiology of food preservation. May be repeated for credit if topic is different. *Offered occasionally. Prerequisite: junior or senior standing, Biology 247, and Biology 289, or consent of instructor.*

**BIOL 374. Advanced Topics in Ecology, Evolution, and Behavioral Biology (.5, 1).** Topics vary. Designed to pursue advanced topics in ecology, evolution, and behavioral biology, such as physiological plant ecology and animal behavior research. May be repeated for credit if topic is different. *Offered occasionally. Prerequisite: junior or senior standing, Biology 247, and Biology 217 or 289, or consent of instructor.*

**BIOL 385. Biology Capstone: Advanced Topics (.5, 1).** This course explores an area of biology deeply

through careful reading and analysis of the research literature and/or primary investigation. This course includes oral presentations, writing, and peer review, and culminates in the writing of a critical review or research manuscript. Upcoming offerings of this course may include bioinformatics, cancer biology, animal communication, and human pathophysiology. May be repeated for credit if the topic is different. (CP) *Offered every academic year. Prerequisite: junior or senior standing, Biology 247, and at least 2 additional biology courses numbered 206 or higher or consent of instructor. Additional courses may be required based on the topic of the course.*

**BIOL 387. Biology Capstone: Senior Manuscript (.5, 1).** In this course, students engage in scholarly research, prepare a primary research or critical review manuscript for submission to the departmental journal, *The Beloit Biologist*, engage in peer review, revise their manuscripts in response to critiques, present their research results publicly, and participate in professional development activities. This course is required to be considered for honors in biology. (CP) *Offered every academic year. Students must apply to the departmental faculty for approval to participate in this course. Prerequisite: junior or senior standing, Biology 217, 247, 289, and at least 2 additional biology courses numbered 206 or higher, and an accepted proposal.*

**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 (.5, 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 and chair of biology department.*

# Chemistry

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*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.*

## Faculty

KEVIN BRAUN

THEODORE GRIES

KRISTIN LABBY

GEORGE LISENSKY, chair

IBRAHIM MOUSTAFA

LAURA PARMENTIER

## Chemistry Major

(13.75 units)

1. Nine and three-quarter departmental units:
  - a. Nine 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.
    - i. Analytical Chemistry: 220, 225
    - ii. Organic Chemistry: 230, 235
    - iii. Physical Chemistry: 240, 245
    - iv. Inorganic Chemistry: 150, 250
    - v. Biochemistry: 260, 300
  - b. Seminars: Chemistry 280 (.25) and 380 (.5).
2. Four supporting units:
  - a. Mathematics 110, 113, or 115
  - b. Physics 101 or 102
  - c. Two additional units selected from Mathematics 106, 115, 175; Physics 102, 206, 210; one 100-level biology course; Biology 247; or Computer Science.
3. In preparation for graduate study in chemistry, as much mathematics, physics, and additional chemistry as possible, and at least one summer or semester of full-time research experience are strongly recommended.
4. Writing/communication requirement: Chemistry majors require multiple skills in writing and communication—general, technical, and laboratory writing; public, class, and professional speaking; computer skills for analysis and visualization of data, simulations, and modeling.
  - a. Chemistry 117 introduces students to chemistry by having them write laboratory notebooks and formal scientific reports and give oral presentations of their research results.
  - b. Chemistry 280, Professional Tools for Scientific Careers, covers specific communications skills required by chemistry professionals, including résumé preparation, job searching and interview skills, as well as scientific ethics and issues, and participating in peer review.
  - c. Chemistry 380, Chemistry Seminar, provides multiple opportunities to present topical scientific seminars and to evaluate seminars given by peers, and culminates in a departmental presentation that includes synthesis of a body of work selected by the student.
5. Computer analysis and data visualization: Computer skills are essential for data acquisition, analysis and visualization, simulations of molecular processes, and molecular modeling. Excel-based spreadsheets and macros and specialized computation and visualization tools are used throughout the curriculum.

## Applied Chemistry Major

(13.75 units)

1. Seven and three-quarter departmental units:
  - a. 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.
    - i. Analytical Chemistry: 220, 225
    - ii. Organic Chemistry: 230, 235
    - iii. Physical Chemistry: 240, 245
    - iv. Inorganic Chemistry: 150, 250

- v. Biochemistry: 260, 300
  - b. Seminars: Chemistry 280 (.25) and 380 (.5).
2. Six supporting units:
    - a. Mathematics 110, 113, or 115
    - b. Physics 101 or 102
    - c. 4 additional units in a complementary discipline as approved by petition to the department chair.
  3. In preparation for graduate study in chemistry, as much mathematics, physics, and additional chemistry as possible and at least one summer or semester of full-time research experience are strongly recommended.
  4. Writing/Communication requirement: *See chemistry major.*
  5. Computational analysis and data visualization: *See chemistry major.*

## Biological Chemistry Major

(14.75 units)

1. Eight and three-quarter departmental units:
  - a. Chemistry 117, 220, 230, 235, 260, and 300.
  - b. Two additional units with at least 1 unit from each of the remaining branches:
    - i. Chemistry 240 or 245
    - ii. Chemistry 150 or 250.
  - c. Seminars: Chemistry 280 (.25) and 380 (.5).
2. Six supporting units:
  - a. Mathematics 110 or 113, and 115.
  - b. Physics 101 and either 102 or 210.
  - c. Biology 110, 111, 121, 141, or 151.
  - d. Biology 237, 248, 289, or 345.
3. In preparation for graduate study in chemistry, as much mathematics, physics, and additional chemistry as possible and at least one summer or semester of full-time research experience are strongly recommended.
4. Writing/Communication requirement: *See chemistry major.*
5. Computational analysis and data visualization: *See chemistry major.*

## Environmental Chemistry Major

(13.75 units)

1. Six and three-quarter departmental units:

- a. 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.
    - i. Analytical Chemistry: 220, 225
    - ii. Organic Chemistry: 230, 235
    - iii. Physical Chemistry: 240, 245
    - iv. Inorganic Chemistry: 150, 250
    - v. Biochemistry: 260, 300
  - b. Seminars: Chemistry 280 (.25) and 380 (.5).
2. Seven supporting units:
    - a. Mathematics 110, 113, or 115
    - b. Physics 101 or 102
    - c. Biology 206 or 372
    - d. Geology 100 or 110
    - e. 3 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. Writing/Communication requirement: *See chemistry major.*
  5. Computational analysis and data visualization: *See chemistry major.*

## American Chemical Society Certification

Beloit College is approved by the American Chemical Society for the undergraduate professional training of chemists. Certification by the society requires:

1. All requirements of the chemistry or biological chemistry major, with the following changes:
  - a. Mathematics 115, Physics 102 (chemistry major).
  - b. Additional laboratory experience:
    - i. One course from Chemistry 370, 375, 390, with laboratory work.
    - ii. Field term or internship with laboratory work and comprehensive written report.

## Biochemistry Major

(14 units)

*See biochemistry in the catalog.*

## Chemistry Minor

(5.25 units)

1. Five units selected from Chemistry 117 or the five branches of chemistry. *See chemistry major.*
2. Chemistry 280 (.25).

### Description of 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. Nanochemistry (1).** Chemistry plays a significant role in the emerging interdisciplinary fields of nanoscience and nanotechnology. The nanoscale refers to materials with dimensions on the scale of nanometers (a thousandth of a thousandth of a thousandth of a meter). Control of the material world at the scale of atoms and molecules can produce materials with fundamentally different properties and behavior and has been touted as the next technological revolution. Some questions we will consider include: What nanotechnology already exists? What makes nanomaterials special? How can they be prepared? What tools can be used to study such materials? Three class periods and one laboratory period per week. (4U) *Offered spring semester. Prerequisite: high school chemistry or physics.*

**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).** 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, 235. Organic Chemistry I, II (1 each).** 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 for Chemistry 235, 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. Chemistry 230 is designated (4U). *Offered each fall (230) and spring (235). Prerequisite: Chemistry 117 or 220. Chemistry 230 is prerequisite to Chemistry 235.*

**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 each spring. Prerequisite: 1 unit of chemistry, Physics 101 or 102, and Mathematics 110, 113, or 115.*

**CHEM 245. Molecular Modeling, Visualization, and Computational Chemistry (1).** Quantum mechanics applied to one-dimensional systems; structure and visualization of molecules using molecular modeling and computational chemistry. Two three-hour combined class and laboratory periods per week. *Offered each fall. Prerequisite: Physics 101 or 102 and Mathematics 110, 113, or 115.*

**CHEM 250. Solid State Chemistry (1).** Solids are an important part of our materials-intensive world and are at the foundation of many emerging technologies. This course focuses on the relationships among structure, composition, and periodic properties; the characterization of atomic and molecular arrangements in crystalline and amorphous solids such as metals, minerals, ceramics, semiconductors

and proteins; and applications to the fields of electronics, optics, magnetics, catalysis, and energy generation and storage. Laboratory work emphasizes the synthesis, purification, and characterization of inorganic compounds. Three class periods and one laboratory period per week. *Offered each 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 100-level biology course or Chemistry 235.*

**CHEM 280. Professional Tools for Scientific Careers (.25).** Planning your future, defining and finding internship and post-college opportunities, locating useful technical literature, discussing scientific ethics and issues, and participating in peer review. One 1-hour period per week. *Graded credit/no credit. Offered each spring. Prerequisite: Chemistry 230 (or concurrent registration in Chemistry 230).*

**CHEM 300. DNA and 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. Two three-hour combined class and laboratory periods per week. (Also listed as Biology 300.) *Offered each fall. Prerequisite: Chemistry 220, 235, and either any 100-level biology course or Chemistry 240.*

**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 380. Chemistry Seminar (.5).** Presentation and discussion of issues in chemistry, biochemistry, health, environment, and technology using current articles from the scientific literature as well as participation in professional development activities and engagement in peer review. The culminating project is a departmental presentation that includes synthesis of a body of work selected by the student.

One 2-hour period per week. Offered each semester. (CP) *Prerequisite: Chemistry 280 and senior standing.*

**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. *Prerequisite: consent of the department chair.*

**CHEM 390. Special Projects (.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.

# Classics

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*Classics is a challenging and rigorous discipline grounded in the study of ancient Greek and Roman cultures, languages, literatures, mythologies, and material remains. The classics curriculum at Beloit teaches students how a study of these ancient societies develops the thinking and skills necessary for engaging in the present world and constructing future worlds creatively and ethically.*

## Faculty

KOSTA HADAVAS, chair

ROBERT MATERA

MATTHEW TAYLOR

LISL WALSH, chair (fall 2017)

## Classical Civilization Major

(10 units)

1. Six departmental units:
  - a. Completion of at least three courses in either Greek or Latin.
  - b. Three courses selected from the following: Classics 100, 200, 201, 230, 250, 251.
2. Supporting courses (4 units):
  - a. Either Classics 220/History 221 or Classics 225/History 222.
  - b. Three courses chosen in consultation with the advisor. Especially recommended are: Anthropology 110; Art History 120 and 238; Philosophy 200 and 350; Political Science 280; and appropriate religious studies courses.
3. Majors are strongly encouraged to participate in overseas study (for which financial assistance from the department is available).

## Classical Philology Major

(12 units)

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: Classics 100, 200, 201, 230, 250, 251.
2. Supporting courses (2 units):
  - a. Two courses chosen in consultation with the advisor. Especially recommended are: Anthropology 110; Art History 120 and

238; Classics 220/History 221 and Classics 225/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 (for which financial assistance from the department is available).

## Classical Civilization Minor

(6 units)

1. Two units: Classics 100 and either Classics 220/History 221 or Classics 225/History 222.
2. Four courses chosen from: Anthropology 110; Art History 120, 238; Classics 200, 201, 230, 250, 251; Greek 100, 105, 200, 205, 210, 215; Latin 100, 105, 200, 205, 210, 215; Political Science 280; religious studies courses approved by the advisor; or courses listed in 1, above, if not used to meet that requirement.

## Description of Courses

### Classical Studies

**CLAS 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. (5T) *Offered each fall.*

**CLAS 200. Graeco-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. (Also listed as Comparative Literature 230.) (5T) *Offered each spring.*

**CLAS 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 10 days hunting the ghosts of Rome—those that live there, and those we bring with us. (2A) *Offered occasionally during the summer Beloit Block session.*

**CLAS 220. 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. (3B) (Also listed as History 221.) *Offered fall term (even years).*

**CLAS 225. 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 History 222.) *Offered fall term (odd years).*

**CLAS 230. 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 Minoan and Mycenaean material remains, classical Athens, and Rome of the late Republic and early Empire. Students engage in creative independent and group projects as part of their study. (2A) (Also listed as Art History 210.) *Offered occasionally. Prerequisite: one course in either classics, art history, or archaeology, or consent of instructor.*

**CLAS 250. Special Topics (1).** The subject and content of this intermediate topics course change according to the training and special interest of the instructor. May be repeated for credit if topic is different. (5T) *The 3B-domained version of this course is Classics 251. Offered occasionally. Prerequisite: Classics 100 or 200, or consent of instructor.*

**CLAS 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, which can include research into secondary, undergraduate, and graduate curricula and programs. (CP) *Prerequisite: junior standing, Classics 100, Classics 220 or 225, and Latin or Greek 100 and 105, or consent of instructor.*

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

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

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

## Greek

**GREK 100. 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 each fall.*

**GREK 105. 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 each spring. Prerequisite: Greek 100 or consent of instructor.*

**GREK 200. 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 105 or consent of instructor.*

**GREK 205. Greek Prose Authors (.5, 1).** Readings may be drawn from the following Greek prose authors, genres, and works: Lysias (*On the Murder of Eratosthenes*), Xenophon (*Anabasis*), Lucian (*True Stories*), 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 105 or consent of instructor.*

**GREK 210. 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 105 or consent of instructor.*

**GREK 215. 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*, *Alcestris*). (5T) *Prerequisite: Greek 105 or consent of instructor.*

**GREK 300. 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: one 200-level Greek course or consent of instructor.*

**GREK 305. 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: one 200-level Greek course or consent of instructor.*

**GREK 310. 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: one 200-level Greek course or consent of instructor.*

**GREK 315. 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: one 200-level Greek course or consent of instructor.*

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

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

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

## Latin

**LATN 100. 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.*

**LATN 105. Beginning Latin II (1).** Completion of all Latin forms and syntax, followed by a reading of a classical Latin text chosen by students and instructor. (1S) *Offered each spring. Prerequisite: Latin 100 or consent of instructor.*

**LATN 200. 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: Latin 105 or consent of instructor.*

**LATN 205. 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: Latin 105 or consent of instructor.*

**LATN 210. 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: Latin 105 or consent of instructor.*

**LATN 215. 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 will also serve as an introduction to Latin palaeography (i.e., how to read medieval and early-Renaissance manuscripts written in Latin). (5T) *Prerequisite: Latin 105 or consent of instructor.*

**LATN 300. Roman Drama (1).** This course features close reading of representative plays of Plautus, Terence, and Seneca. We will consider each figure as a possible representative of and critical commentator upon his age, and we will investigate the dramas for their attitudes about politics, gender, history, and performance. Detailed attention will also be paid to the inner world of the playwrights as poets, dramatists, and theatrical craftsmen. (5T) *Prerequisite: one 200-level Latin course or consent of instructor.*

**LATN 305. 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: one 200-level Latin course or consent of instructor.*

**LATN 310. 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: one 200-level Latin course or consent of instructor.*

**LATN 315. 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 comedic 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: one 200-level Latin course or consent of instructor.*

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

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

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

# Cognitive Science

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*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.*

## Faculty

ROBIN ZEBROWSKI, chair

## Cognitive Science Major

(11.5 or 12.5 units)

1. Five core courses: Cognitive Science 101, Philosophy 110 or 115, Psychology 100, Psychology/Cognitive Science 240, and Philosophy/Cognitive Science 241.
2. One of the following courses in interdisciplinary breadth: Cognitive Science 220, 260, 280.
3. One unit from the following language-related courses: Anthropology 209/Critical Identity Studies 251, Education and Youth Studies 246, Interdisciplinary Studies 242, or one unit of any foreign language at the 200-level or above.
4. One unit from the following computational courses: Cognitive Science 280 (cannot also fulfill the interdisciplinary breadth requirement), Computer Science 111, 170 (when relevant, with approval of advisor), 175 or 204, or Philosophy 100. Other courses possible in consultation with advisor.
5. One unit from the following courses offering theories of humanity: Anthropology 100 or 120, Interdisciplinary Studies 380, Philosophy 205, 238, or 240 (when relevant, with approval of advisor), Psychology 250, Sociology 265, or Theater, Dance and Media Studies 107. Other courses possible in consultation with advisor.
6. One unit from the following courses about behavior: Anthropology 260, Biology 340 or 343, Education and Youth Studies 151, Psychology 230, 235, or 265. Other courses possible in consultation with advisor.
7. One of the following options from among statistics offerings: Biology 247, Mathematics 106, 205 or 310, both Psychology 161 and 162 (recommended). Students intending to pursue graduate study in cognitive science are strongly advised to take the Psychology 161 and 162 sequence.
8. One capstone course, chosen in consultation with advisor: Philosophy 385, Interdisciplinary Studies 310, or Cognitive Science 380 (honors thesis offered by invitation only).
9. Honors in cognitive science: Students with a 3.7 GPA or above in courses in the major may apply to be considered honors students, who will complete a thesis with an appropriate advisor.

## Cognitive Science Minor

(6 units)

1. A student may double-count no more than two courses with any other major or minor.
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, no student majoring in philosophy may choose to minor in cognitive science with a philosophy concentration, but a student may minor in cognitive science with a psychology or computer science concentration.)

## Philosophy Concentration

1. Three core courses: Cognitive Science 101, Philosophy 110 or 115, Philosophy/Cognitive Science 241.
2. One of the following interdisciplinary courses: Cognitive Science 220, 260, 280.
3. For philosophical breadth (2 units):
  - a. One chosen from Anthropology 209/Critical Identity Studies 251 or Interdisciplinary Studies 242 and one chosen from Philosophy 100, 205, 238, or 240 (when relevant, with approval of advisor) **OR**
  - b. Two chosen from Philosophy 100, 205, 238, or 240 (when relevant, with approval of advisor).

## Psychology Concentration

1. Three core courses: Cognitive Science 101, Psychology 100 and Psychology/Cognitive Science 240.
2. One of the following interdisciplinary courses: Cognitive Science 220, 260, 280.
3. For psychological breadth (2 units):
  - a. One chosen from Anthropology 260 or Biology 340 or 343, and one chosen from Psychology 230, 235, or 265 **OR**
  - b. Two chosen from Psychology 230, 235, or 265.

## Computer Science Concentration

1. Three core courses: Cognitive Science 101, Computer Science 111 and 204.
2. One of the following interdisciplinary courses: Cognitive Science 220, 260, 280.
3. Any two units of the following breadth courses: Computer Science 170 (when relevant, with approval of advisor), 175, 245, 270 (when relevant, with approval of advisor), 315, or 347.

## Description of 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 220. Artificial Intelligence in Fact and Fiction**

(1). This course is an introduction to cognitive science through artificial intelligence. Readings include many of the classic science fiction stories of authors like Stanislaw Lem and Isaac Asimov, as well as interdisciplinary readings that introduce the student to the actual state of the field of artificial intelligence. This course juxtaposes the “what ifs” of science fiction with the “what is” from the field itself. We survey the field of AI from Alan Turing’s work in the 1950s through the current theoretical explorations of philosophers, psychologists, and computer scientists. The questions we ask involve what “intelligence” is, how it shows

itself in human beings and other animals, and what it might look like in a machine.

**COGS 240. Memory and Cognition (1).** *See Psychology 240 for course description. (3B)*

**COGS 241. Minds, Brains, and Bodies (1).** *See Philosophy 241 for course description. (5T)*

### **COGS 260. Cyborg Brains and Hybrid Minds (1).**

This course explores the ways that our bodies and brains absorb external technologies. We look at the mundane ways that our bodies and brains change with bodily technologies (eyeglasses, artificial limbs, pharmaceuticals) as well as more drastic alterations (advances that allow paraplegic individuals to control cursors with eye movements; and performance artist Stelarc, who has attached and used a prosthetic third arm alongside his two “natural” arms). Students discover and discuss ways in which the pop culture concept of the “cyborg” has emerged as a genuine cognitive theory. The theory of the “Extended Mind” in cognitive science is used as students explore the interaction between body, mind, and environment as one continuous process rather than three distinct objects. The political, ethical, philosophical, artistic, and scientific implications of this claim are viewed critically and in depth. *Offered odd years, fall semester. Prerequisite: Philosophy 110 or Psychology 100 or Cognitive Science 101 or consent of instructor.*

**COGS 280. Cognitive Robotics (1).** This course serves as an introduction to robotics and to the many philosophical questions raised when using machines to do traditionally human activities. The reconfigurable and programmable robots used in class (such as LEGO Mindstorms) will allow students to see how machines respond to performing human-like activities. The class simultaneously explores what we know about cognition and embodiment, while asking philosophical questions about whether a machine could replicate or emulate genuine intelligence. This class integrates approaches from computer science, cognitive psychology, and philosophy, but prior knowledge of these fields is not required or expected. Students are welcome from all levels of programming experience, including those completely new to it. (3B)

**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. May be repeated for credit if topic is different. *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.*

# Comparative Literature

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*Comparative literature is the study of interrelationships among literary texts, themes, periods, theories, and genres without specific regard for national or linguistic boundaries. The major in comparative literature at Beloit rests on the premise that responsible criticism of a literature requires not only a thorough knowledge of a language plus its literary and intellectual tradition, but also a careful study of at least one other literature composed in a different language, place, or time. The major offers students opportunities to (1) develop an ability to read literature critically; (2) study two or more literatures in depth; (3) write criticism, translate, and, when possible, compose in the specific literary mode; and (4) acquire a broad sense of literary history and tradition in accordance with the linguistic background and interests of the individual student.*

## Faculty

FRAN ABBATE (English)

MICHELLE BUMATAY (modern languages and literatures)

CHRISTOPHER FINK (English)

SHAWN GILLEN (English)

NATALIE GUMMER (religious studies)

KOSTA HADAVAS (classics)

TAMARA KETABGIAN (English)

ROBERT LaFLEUR (history)

SYLVIA LÓPEZ (modern languages and literatures)

HEATH MASSEY (philosophy)

CYNTHIA McCOWN (English and theatre, dance and media studies)

EDWARD MUSTON (modern languages and literatures)

DONNA OLIVER (modern languages and literatures)

AMY TIBBITTS, chair (modern languages and literatures)

MATTHEW VADNAIS (English)

OSWALDO VOYSEST (modern languages and literatures)

LISL WALSH (classics)

LISA HAINES WRIGHT (English)

STEVEN WRIGHT (English)

DANIEL YOUD (modern languages and literatures)

## Comparative Literature Major

(9 units)

1. Nine departmental units:
  - a. Comparative Literature 190, 261.
  - b. English 195 or 196.
  - c. Two courses at the 200-level or above in the principal (non-native) literature read in the original language or partly in translation upon consultation with the advisor, with an emphasis on the classic works of that literature.
  - d. One additional literature course (in English or in the principal language) at the 200-level or above.
  - e. Three Comparative Literature 230 courses. Whenever possible, students should select Comparative Literature 230 courses that allow them to do work in the principal language. Comparative Literature 389 (Senior Thesis) may be used to substitute for one of these courses.
2. Writing/communication requirement: All courses that count toward the major in comparative literature, whether taught in English or in the principal language, have heavy writing components. As befits the major, students will write literary and textual analyses using the skills of argument and persuasion, close reading, and the critical synthesis of ideas. Particular attention is given to the development of polished style in both English and the principal language. Emphasis is also given to the important stages of the writing process, including pre-writing, thesis development, and revision.

**Recommendations:** The student majoring in comparative literature, if at all possible, should spend one term or more in a country where the language of the principal literature is spoken. Opportunities are offered in the Beloit College study abroad program, the Associated Colleges of the Midwest seminars abroad, and in individual foreign study and work programs.

## Description of Courses

### CPLT 190. Introduction to Literary Study (1).

Designed for the potential major in comparative literature and other interested students. Possible prerequisite to advanced courses in comparative literature. Methods of close reading of selected works of poetry, drama, and fiction, with training in analysis and critical writing. (Also listed as English

190. Comparative literature majors should register for Comparative Literature 190.) (5T) *Offered each semester.*

**CPLT 230. Comparative Literature Topics (.5, 1).**

The topic will change from term to term, depending upon the instructor, but all will have a specifically comparative dimension and may include study of a genre, form (including film), comparison of authors, inquiry into a critical problem, exploration of a theme, or examination of a period. Students majoring in comparative literature will, when appropriate, be required to read, write, and translate using their principal language at some time during the course. May be repeated for credit if topic is different.

(5T) *Offered each semester. Prerequisite: English or Comparative Literature 190, or consent of instructor. The non-domained version of this course is listed as CPLT 231.*

**CPLT 261. Literary and Cultural Theory (1).** This course studies the processes of representation and interpretation, examining the nature and working of language, texts, and reading. It introduces various critical ideas and approaches, engaging both the contemporary field and its antecedents, and it integrates theory and practice, testing the usefulness of theoretical insights through the actual reading of literary and cultural texts. (Also listed as English 261.) *Offered every spring. Prerequisite: English or Comparative Literature 190 and English 195 or 196, or consent of instructor.*

**CPLT 389. Senior Thesis (1).** The writing of a substantial paper employing a comparative critical method, which may include a section on the problems of translation and examples of translation by the student, either in the principal or secondary literature. The paper will be completed under the direction of appropriate instructors and the chair of the comparative literature program.

**CPLT 390. Special Projects (.25 - 1).** Individually planned programs of reading or research under the supervision of a member of the comparative literature faculty. *Prerequisite: sophomore standing.*

# Computer Science

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*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.*

## Faculty

DARRAH CHAVEY

STEVEN HUSS-LEDERMAN, chair

EYAD HAJ SAID

ROBIN ZEBROWSKI (cognitive science)

## Advanced Placement Credit

Supplemental to the college's general policies of Advanced Placement and Credit (see chapter 5), 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.

## Computer Science Major

(11.5 units)

1. Nine and one-half departmental units:
  - a. Computer Science 111, 175, 204, 245, 315, 335, 347 (.5), 365 (.5), 366 (.5), 375 (.5), and 376 (.5).
  - b. One elective unit chosen from Cognitive Science 280, Mathematics 300, Physics 160, or other course approved in advance by the department chair.
2. Two supporting units: Mathematics 110 or 113, and 160.
3. Students planning to attend graduate school in computer science should consult with an advisor for additional study that should be done. The computer science program recognizes the importance of oral and written communication. 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.

## 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, 365, 366, 375, and 376. Cognitive Science 280, Mathematics 300, or Physics 160 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.

## Description of 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. 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 in even years, spring semester. 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 a 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, storage units. The course also explores alternative processor architecture and multiprocessing. *Offered each fall. 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 even years, spring semester. Prerequisite: Computer Science 175.*

**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 in odd years, spring 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 in odd years, fall semester. Prerequisite: Computer Science 204.*

**CSCI 347. Computer Models and Languages (.5).** 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 some problems that cannot be solved by computer, and the implications of these unsolvable problems on computer technology. *Offered*

*in even years, fall semester. Prerequisite: Computer Science 204 plus 2 additional units of computer science courses at the 200 level or above.*

**CSCI 365. Database Capstone I (.5).** An introduction to relational database systems, including design, architecture, SQL, relational data modeling, entity-relationships, transactions, and reliability. An appropriate scripting language such as PHP will be introduced for project usage. Students will work in teams with an outside customer to design a real-world database application, including presentations oriented to the customer and colleagues. This is a liberal arts in practice course. Students will study the basis of ethical decisions, how to apply them in computer science, and the impact of the collection of large quantities of information. (CP) *Offered in even years, fall semester. Prerequisite: junior standing, Computer Science 204; Computer Science 335 is recommended.*

**CSCI 366. Database Capstone II (.5).** An introduction to information management systems, including human needs, indexing, quality issues, object-oriented model, and information representation and applications. Students will see the project begun in Database Capstone I through to completion, including testing, documentation, and customer review. Students will experience different roles in the team environment and continued presentation of work to multiple audiences. Appropriate software development tools will be learned and utilized. Students will study professional ethics and obligations. This is a liberal arts in practice course. (CP) *Offered in odd years, spring semester. Prerequisite: Computer Science 365.*

**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 375. Software Engineering Capstone I (.5).** Surveys the basics of modern software engineering, with a focus on the requirements, specification, and initial design of a substantial software project. Students, working in teams, develop requirement scenarios, specifications documents, and a preliminary user manual for the project. The class as a whole reviews, critiques, and approves these documents, which generally go through multiple drafts. In parallel, teams also produce preliminary architectural design options for the software, and the class compares and reviews the options presented. As a capstone course, we also look at a variety of current issues in the profession, with students researching issues of interest to them and presenting them to the class. (CP) *Offered in odd years, fall semester. Prerequisite: junior standing, Computer Science 204.*

**CSCI 376. Software Engineering Capstone II (.5).** Beginning with the software specification and design produced by Computer Science 375 the previous semester, this course focuses on the implementation of the software design into code. Objects of the software system are assigned to different teams, and teams learn the skills necessary to coordinate the construction of a larger system from the construction of the individual objects of the system. Emphasis is placed on the design of methods, programming “by contract,” and the use of automated testing to validate those contracts. Structured approaches to object documentation and code inspections are used regularly. Ongoing collaborative integration of the team components is achieved through formal configuration management tools. As a capstone course, we will also look at a variety of current issues in the profession, with students researching issues of interest to them and presenting them to the class. (CP) *Offered in even years, spring semester. Prerequisite: junior standing, Computer Science 204; Computer Science 375 is recommended.*

**CSCI 390. Special Projects (.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

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*Combining a variety of academic disciplines (gender and women's studies, ethnic studies, queer studies, disability studies, postcolonial studies), critical identity studies investigates the ways in which gender, race, ethnicity, socio-economic class, sexuality, disability, nation, non/religiosity, and region shape identities within structures of inequality and through systems and practices of power and resistance. As such, critical identity studies is necessarily interdisciplinary, intersectional, and oriented toward social justice. Both the major and the minor use core and cross-listed courses to engage students in an investigation of theoretical approaches to, and experiential-based learning about, the historical, political, social, and cultural processes of identity formation. Ultimately, critical identity studies fosters in students an awareness of the ways in which identities are multiple, embedded in relations of power, and foundational to modes of operating in the world.*

## Faculty (core)

CATHERINE M. ORR, chair

M. SHADEE MALAKLOU

NICOLE TRUESDELL

## Faculty (affiliated)

LISA ANDERSON-LEVY (anthropology)

DANIEL BAROLSKY (music)

GREGORY BUCHANAN (psychology)

PHILIP CHEN (political science)

SUZANNE COX (psychology)

SONJA DARLINGTON (education and youth studies)

CARLA DAVIS (sociology)

RACHEL ELLETT (political science)

JENNIFER ESPERANZA (anthropology)

SUSAN FURUKAWA (modern languages and literatures)

NATALIE GUMMER (religious studies)

CONSTANTINE HADAVAS (classics)

SONYA JOHNSON (religious studies)

KATHERINE JOHNSTON (history)

TAMARA KETABGIAN (English)

KATHRYN LINNENBERG (sociology)

SYLVIA LÓPEZ (modern languages and literatures)

JINGJING LOU (education and youth studies)

DEBRA MAJEED (religious studies)

HEATH MASSEY (philosophy)

BEATRICE MCKENZIE (history)

CYNTHIA McCOWN (English)

EDWARD MUSTON (modern languages and literatures)

WILLIAM NEW (education and youth studies)

JO ORTEL (art and art history)

LAURA PARMENTIER (chemistry)

NURIA SANJUAN PASTOR (modern languages and literatures)

KYLIE QUAVE (anthropology)

TES SLOMINSKI (music)

GINA T'AI (dance)

MATTHEW TAYLOR (classics)

MATT VADNAIS (English)

OSWALDO VOYSEST (modern languages and literatures)

LISL WALSH (classics)

CAROL WICKERSHAM (sociology)

LISA HAINES WRIGHT (English)

DANIEL YOUNG (modern languages and literatures)

ROBIN ZEBROWSKI (cognitive science)

## Critical Identity Studies Major

(10 units)

1. Critical Identity Studies 165.
2. Global requirement: 1 unit of course work or study abroad experience that explores some aspect of identity formation, structures of inequality, or processes of power and resistance in international or global perspectives.
3. History requirement: 1 unit of study that explores some aspect of identity formation, structures of inequality, or processes of power and resistance through historical thinking.
4. Two units of advanced-level critical identity studies course work that engages theoretical concepts relevant to critical identity studies, including 301, 302, 303, 304, 305, 306, 307, 309,

320, or other courses so designated by the chair of critical identity studies.

5. Four additional units of critical identity studies course work.
6. A liberal arts capstone course (such as Interdisciplinary Studies 310: Translating the Liberal Arts) chosen in consultation with the student's advisor.

## Critical Identity Studies Minor

(6 units)

1. Critical Identity Studies 165.
2. Two units of advanced-level critical identity studies course work that engages theoretical concepts relevant to critical identity studies, including Critical Identity Studies 301, 302, 303, 304, 305, 306, 307, 309, 320, or other courses so designated by the chair of critical identity studies.
3. Three additional units of critical identity studies course work.

## Description of Courses

**CRIS 165. Sex and Power (1).** This course introduces students to the multiplicity of ideas at the intersections of biological sexes, racialized and sexual identities, variously marked bodies, and gendered expressions, as well as the power embedded in their various representations in popular culture. We consider various strands of feminism, divergent positions among queer theorists, and arguments drawn from other identity based fields to both survey and compare several inevitably conflicting perspectives on sex and power in U.S. contexts. (3B) *Offered each semester.*

**CRIS 204. Constructing Difference: Diversity and Education (1).** This course explores the major theories and significant research on the development and explanation of individual differences and how those differences affect the education of youth. The course will explore issues of student diversity, with special attention to race, class, gender, language, and the inclusion of students with special and exceptional needs in general education. Issues are examined mainly through the lenses of history, sociology, economics, and education and youth policy. Students will critically examine how and why race, class, language, ability and disability, and gender have influenced education. Includes at least 15 hours of field experience. (Also listed as Education and Youth Studies 164.) (3B) *Offered every spring and alternate fall terms.*

**CRIS 209. Anthropology of Consumer Society (1).** In this course, we critically examine consumerism around the world and its impact on culture, politics,

identity, and place. We explore how even the most mundane activities (shopping, eating, driving, reading, etc.) have increasingly become reorganized through capitalist-style consumption. Utilizing materials from anthropology as well as other disciplines (e.g. sociology, gender studies, cultural studies), we examine how consumption has had a dramatic effect on society and culture over the last century. Some of the topics we explore are: bottled water, romance novels, gated communities, second-hand clothing markets, national cuisine in Belize, children's consumer choices, shopping malls, and post-industrial flanerie. (3B) (Also listed as Anthropology 309.) *Prerequisite: Anthropology 100 or Critical Identity Studies 165 or Sociology 100.*

**CRIS 220. The 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. (Also listed as Sociology 216.) *Offered each year. Prerequisite: Sociology 100 or 150 or consent of instructor.*

**CRIS 221. Women, Race, and 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. (Also listed as Sociology 221.) *Offered each year. Prerequisite: Sociology 100 or 150 or consent of instructor.*

**CRIS 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. (Also listed as Psychology 225.) (3B) *Offered once every three years. Prerequisite: Psychology 100 and any critical identity studies course or consent of instructor.*

**CRIS 226. The Sociology of Sex and Gender (1).**

An examination of sex and gender as sociological constructs and as central organizing features of social structures. Topics to be discussed include: origins of sex/gender systems; theoretical explanations for gender inequalities; the mechanisms by which masculinity and femininity are created and maintained within social systems; and the variations in these constructions by age, class, ethnicity, race, and sexual orientation. (Also listed as Sociology 225) *Offered each year. Prerequisite: Sociology 100 or 150 or consent of instructor.*

**CRIS 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. (Also listed as Sociology 231.) *Offered most years. Prerequisite: Sociology 100 or 150 or consent of instructor.*

**CRIS 235. Captives, Cannibals, and Capitalists in the Early Modern Atlantic World (1).** This course explores cross-cultural encounters in the Americas that characterized the meetings of Europeans, Africans, and Americans in the early modern world between 1492 and 1763. During this period, the Atlantic Ocean and its adjacent land masses became critical locations for economic, biological, and cultural exchanges. This course focuses on the Americas as sites for discovery, mutual incomprehension, and exploitation. The course explores the ways that conquest, resistance, and strategic cooperation shaped peoples' "new worlds" on both sides of the Atlantic. It also considers how colonialism framed and was framed by scientific inquiry, religious beliefs, economic thought, and artistic expression. Students interrogate primary sources—written, visual, and aural—that emerged from these encounters and the secondary literatures that have sought to make sense of them. (Also listed as History 235.) (5T) *Offered each fall. Open to first-year students.*

**CRIS 236. 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) (Also listed as Health and Society 236.)

**CRIS 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. (Also listed as Sociology 245.) *Offered every other spring. Prerequisite: Sociology 100 or 150 or consent of instructor.*

**CRIS 250. 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? (Also listed as Sociology 251.) *Offered every other spring. Prerequisite: Sociology 100 or 150.*

**CRIS 251. Language and Culture (1).** This course is an introduction to the subdiscipline of linguistic anthropology: the study of language as a cultural resource and speaking as a cultural practice. Linguistic anthropology is concerned with the study of speech communities: groups of individuals who share a way of speaking. Throughout the semester, we read and discuss various topics related to the study of language and culture: language change; bilingualism; literacy and citizenship; the use of language in describing illness and speech as performance (poetry, hip-hop, dirty jokes). We also examine how ethnographic methods can be used alongside linguistic methods to better understand the connections between culture and communication. (Also listed as Anthropology 209.) *Offered occasionally. Prerequisite: Anthropology 100 or consent of instructor.*

**CRIS 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. (Also listed as Health and Society 252.) *Offered occasionally.*

**CRIS 260. Topics in Critical Identity Studies (.5, 1).** Topics important to the field of critical identity studies will be offered by the department to take advantage of faculty or student interest. May be repeated for credit if topic is different. (3B)

**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. Recent topics include Gendering Islam, Identity and the Media, Music as History and the Histories of Western Music, Divorce in Judaism and Islam, and Classical Mythology. May be repeated for credit if topic is different. *The 2A, 3B, and 5T domained versions of this course are, respectively, Critical Identity Studies 266, 267, and 268.*

**CRIS 269. Topics in Critical Identity Studies: History Topics (.5, 1).** History topics important to the field of critical identity studies that meet the major's history requirement. Recent topics include Citizenship in U.S. History, Slavery and Abolition, and Readings in African American History. May be repeated for credit if topic is different. (5T)

**CRIS 282. Empire and Slavery: The Early History of the Caribbean (1).** Although this is a history course, it takes a multidisciplinary approach to study of the Caribbean past within the context of European and U.S. empires. Topics include exploration and settlement, the development of bound labor systems, the nature of slave experiences, economic change, emancipation in local and Atlantic contexts, the construction of race and gender at various moments, and the emergence of Caribbean cultural forms. It also investigates the similarities and differences among French, Dutch, English, and Iberian Caribbean settlements. (3B) (Also listed as History 282.) *Offered occasionally. Open to first-year students.*

**CRIS 301. Engendering Race (1).** This advanced-level course examines gender and race across various historical, cultural, and institutional contexts. Conceptions of borders, margins, indigeneity, and citizenship are examined to make sense of contemporary identity formations. *Offered every other year. Prerequisite: Critical Identity Studies 165.*

**CRIS 302. Whiteness (1).** This advanced-level course explores the construction and operation of whiteness in the United States. It considers how whiteness came

to be understood as an unmarked, yet privileged, category and how it operates in conjunction with gender, sexuality, and/or class in lived experiences. (Also listed as Anthropology 302.) *Offered every third year. Prerequisite: Critical Identity Studies 165.*

**CRIS 303. Masculinities (1).** This advanced-level course considers how power and privilege are embodied, negotiated, and challenged by masculine subjects (who may or may not be "men"). A key focus will be on how intersectional approaches to analyzing modern identities—gender, race, class, nation, region, sexuality—move us beyond the inherited borders and accepted divisions of male and female. (3B) *Offered every other year. Prerequisite: Critical Identity Studies 165.*

**CRIS 304. Thinking Queerly (1).** This advanced-level course surveys a number of conversations in the contemporary academy and social movement contexts about what it means to be queer or to do things queerly. Students explore the utopic aspirations of thinking outside of normative genders, sexualities, and bodies along with the ways in which those same aspirations are embedded in dominant power relations that may thwart subversive intents and desires. (3B) *Offered every other year. Prerequisite: Critical Identity Studies 165.*

**CRIS 305. Gender and Culture (1).** This advanced-level course offers cross-cultural perspectives on the construction of gender and its social roles. It considers the usefulness of gender as a category of analysis, its relation to sex and sexuality. Throughout the semester we consider the differing ways in which gender is understood and what this means for the theoretical purchase of the term in various disciplines. (Also listed as Anthropology 305.) *Offered every third year. Prerequisite: Critical Identity Studies 165.*

**CRIS 306. Race and Culture (1).** This advanced-level course explores the internal logic of race and culture and how each has been shaped by and deployed in various disciplines in order to understand the theoretical work each accomplishes. It considers the nature of the relationship between culture and race as well as whether and/or how they enable each other in various contexts. (Also listed as Anthropology 306.) *Offered every third year. Prerequisite: Critical Identity Studies 165.*

**CRIS 307. 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. (Also listed as Interdisciplinary Studies/Philosophy 260.) *Offered occasionally. Prerequisite: Critical Identity Studies 165.*

**CRIS 309. Secularism and Fundamentalism (1).** This advanced-level course investigates the mutually constituting relationship between “secularism” and the diverse set of contemporary movements labeled (whether by adherents or critics) as “fundamentalist.” Media representations, polemical writings, and campus norms will be analyzed, to both better understand the centrality of these categories in the construction of political, social, and personal realities and to recognize and critique our own assumptions through comparative study. (Also listed as Religious Studies 280/Anthropology 257.) *Offered occasionally. Prerequisite: Critical Identity Studies 165, Anthropology 100, or at least one course in religious studies.*

**CRIS 310. Black Lives Matter (1).** This advanced-level course introduces students to discourses of modernity and humanism that exclude black persons from human recognitions and protections. Students interrogate popular media representations that reproduce racial spectacle to ask how black lives can matter, if at all, and to further deliberate how black lives might be sexed and/or gendered. *Prerequisite: Critical Identity Studies 165.*

**CRIS 320. Undoing the Dimorphic Paradigm: Gender-Bending, Actual and Imaginative (1).** This advanced-level course problematizes the gender system dominant in Western cultures: heterosexualized sex-gender dimorphism. It focuses on “third”-ness: figures and phenomena—e.g., queerness, cross-dressing, transgender, transsexuality, intersexuality—that bridge the divide between female/feminine and male/masculine. (Also listed as English 301.) *Offered every other year. Prerequisite: Critical Identity Studies 165 or consent 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 165.*

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

**CRIS 392. Honors 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.*

# Economics

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*The Samuel J. Campbell Department of Economics offers three majors—economics, international political economy, and business economics. These majors provide a basic understanding of the framework and key institutions of modern economic systems. Each major also gives students the opportunity to develop expertise in the quantitative analysis of economic and business data. Because the conduct of commerce in today’s world increasingly requires knowledge of economic and political relations between countries, students receive the opportunity to develop expertise in international economics and business as well.*

## Faculty

SHATANJAYA DASGUPTA

ROBERT ELDER, chair

LAURA GRUBE

JERMAINE MOULTON

WARREN BRUCE PALMER

DIEP NGOC PHAN

DARLINGTON SABASI

## **Economics Major**

**(13 units)**

1. Ten departmental units (6 of which must be Beloit College units):
  - a. Economics 199, 211, 212, 251, 303, 305 or 306, and 380.
  - b. Three elective units: no more than 1 unit from Economics 203, 204, 205, 208, 209, and at least 2 units from Economics 220, 235, 245, 255, 265, 305 or 306, 320, and 336.
2. Supporting courses (3 units):
  - a. Three units from Mathematics 110 or 113, 115, and 1 course numbered 175 or higher, chosen in consultation with the student’s advisor OR Mathematics 115 and two additional courses numbered 175 or higher.

*The core of the economics major is economic theory. Economic theory is the set of tools an economist uses to understand the bewildering world of commerce to predict the behavior of individuals and certain groups into which they gather. The required and elective courses of this major will give students an appreciation for the way in which professional economists look at the world and how they try to understand how it works. Students wanting to become professional economists should, of*

*course, take this major. But it would also benefit those who are considering careers in other areas (law, public policy, business) and who have a flair for abstract reasoning and mathematics.*

## **International Political Economy Major**

**(13 units)**

1. Ten departmental units (6 of which must be Beloit College units):
  - a. Economics 199, 211, 212, 235, 251, 303, and 380.
  - b. Three elective units from Economics 203, 204, 205, 206, 208, 209, 220, 306, and 336.
2. Supporting courses (3 units):
  - a. A minimum of 1 unit on general world history of culture or on interactions or relations among countries.
  - b. A minimum of 1 unit on a specific country or region of the world that is different from the student’s home country or region of the world.
  - c. No more than 2 units from the same discipline can count toward these requirements.
  - d. Students are strongly encouraged to take either Political Science 130, 160 or 246.
3. Double majors in International Political Economy and International Relations may double count no more than 4 units.

*International political economy (IPE) is a field of study that examines the systemic connections between the political and institutional rules of the social order and patterns of economic structure and performance in an international context. Though the field draws mainly upon economics and political science, the boundaries of IPE are somewhat fluid, incorporating sociology, anthropology, history, and area/regional studies. The IPE major complements existing programs in international education by offering an international field of study that incorporates a rigorous quantitative sequence as part of its core curriculum. This internationally oriented major that emphasizes social scientific empirical methods will be especially attractive to students interested in pursuing graduate programs in development studies and international economics, and careers in international business consulting, financial services, and NGO operations.*

## Business Economics Major

(13 units)

1. Eleven departmental units (6 of which must be Beloit College units):
  - a. Economics 199, 211, 212, 214, 215, 251, and 380.
  - b. Four elective units: no more than 2 units from Economics 204, 206, and 208, and at least 2 units from Economics 220, 235, 245, 255, 265, 285, 302, 303, 306, and 336.
2. Supporting courses (2 units):
  - a. Two elective units from Art 325; Cognitive Science 101, 280; Mathematics 110 or 113; Theatre, Dance and Media Studies 101, 107, 150, 245, 262; Philosophy 100; Environmental Studies 258; Psychology 260, 265; Interdisciplinary Studies 125, 202, 313; Sociology 285, 290 (Economic Sociology or Sociology of Organizations).

*The business economics major is designed for students who want to understand how economic organizations function and who want to run economic organizations: for-profit firms, not-for-profit firms, and governmental organizations. The major has two analytical cores. First, economic analysis is essential to understand the micro- and macro-economic environments within which economic organizations operate and to identify the trade-offs that these organizations face. Second, a two-course sequence in accounting and finance teaches the basic analytical concepts required to evaluate the financial history, to guide the day-to-day operation, and to envision the future paths of an economic organization. Graduates will be equipped to participate in the operation of all forms of economic organizations, to work in the financial services sector, to pursue professional programs, or to start their own business.*

### Description of Courses

**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 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 204. Economic Development (1).** The goal of this course is to provide a broad introduction to the main issues of development economics. This course examines the existing disparities between developed and less developed nations, problems faced by developing countries, as well as policy measures undertaken to alleviate these problems. Specific topics covered include the concepts and measurement of economic development, theories of economic growth, inequality and poverty, the role of institutions, debates over the effectiveness of foreign aid, population growth and fertility, gender inequality, and human capital investment. (3B) *Offered most semesters. Prerequisite: Economics 199.*

**ECON 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 Environmental Studies 205.) (3B) *Offered each fall. Prerequisite: Economics 199.*

**ECON 206. Asian Economics and Business (1).** In this course, students will learn about the economic growth and development of countries in East and South Asia. How did countries grow so rapidly during the past few decades, and what are the lessons learned for other economies? In the second part of the course, students will learn to identify and evaluate business strategies that are relevant for international business expansion to a diverse Asia. *Offered once every other year. Prerequisite: Economics 199.*

**ECON 208. Sustainable Agricultural Management (1).** This course is an introduction to global agriculture and natural resource management. Students will learn how agriculture has been evolving to where it is now. More focus will be on agribusiness principles and how sustainability issues are shaping current and future business decisions as firms strive to remain profitable. In addition, students will learn about what the conversion to sustainable agriculture entails for different parts of the world. The course exposes students to hands on experience and interaction

with experts in the sustainable agriculture field. No prior exposure to any form of agriculture is required/assumed. (Also listed as Environmental Studies 208.) *Offered each spring. 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 211. Foundations of Economic Theory:**

**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 and sophomore standing.*

**ECON 212. Foundations of Economic Theory:**

**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 and 211.*

**ECON 214. Accounting Foundations for Business**

**Finance (1).** A one-semester survey of financial accounting designed to make the student “accounting literate” and to lay the accounting foundations required for the study of business finance. *Offered each fall. Prerequisite: Economics 199 and 211.*

**ECON 215. Introduction to Business Finance (1).**

This course develops the theoretical principles of financial management as an extension of general economic principles. It applies accounting and statistical tools to the management of working capital, capital budgeting, and long-term financing. Students gain proficiency using computer spreadsheets by building financial models. *Offered most spring semesters. Prerequisite: Economics 199, 211, and 214.*

**ECON 220. Labor Economics (1).** The purpose of this course is to apply the tools from microeconomic theory to the analysis of labor markets. Topics covered include labor supply and demand, wage structures,

compensating wage differentials, investment in human capital, labor market discrimination, labor unions, and unemployment. In addition to theory, emphasis will also be placed on empirical applications, and examination of public policies and labor laws. *Offered each year. Prerequisite: Economics 211.*

**ECON 235. International Trade and Finance (1).**

In the first half, students will learn international finance and macroeconomic theories for an open economy: exchange rate determination; pros and cons of different types of exchange rate regimes; the relationships among exchange rate, interest rate, inflation rate, and national income and economic growth; trade deficit; and causes and consequences of financial crises. In the second half, students will learn classical and new trade theories to understand the forces that drive international trade and international migration, analyze their benefits and costs, and examine who get these benefits and who bear the costs. *Offered once per year. Prerequisite: Economics 199 and 211; 212 and 251 recommended but not required.*

**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 Economics**

**and Management (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 211, and simultaneous enrollment in Economics 212.*

**ECON 255. Experimental Economics (1).** This course is an introduction to experimental economics. Students will learn about laboratory and field experiments and major subject areas where laboratory experiments have been used such as auctions. The origins of experimental economics and some of the most important results to date will be explored. To get a better understanding, students will learn how to design, perform, and engage in experiments and how to interpret their results. Additionally, this course will introduce selected topics in behavioral economics. *Offered most fall semesters. Prerequisite: Economics 199 and 211.*

**ECON 265. Industrial Organization (1).** A first course in industrial organization that examines

the market efficiency implications of competition, monopoly, and the various forms of oligopoly. The structure-conduct-performance framework is used as a basis for predicting the behavior of firms (e.g., pricing, advertising, and product differentiation) and the performance of industries (e.g., market prices and product quality). The government's role as a promoter of market efficiency through antitrust policy and regulation is debated, including the views of the conservative "Chicago School." Case studies and empirical evidence from regulated and unregulated industries are presented. *Offered occasionally.*  
*Prerequisite: Economics 199 and 211.*

**ECON 270. Topics in Management (.5, 1).** In-depth study of one or more selected topics in administration. Stress upon primary research materials, case studies, and/or applied experience of management practitioners. May be repeated for credit if topic is different. *Offered occasionally.* *Prerequisite: Economics 199.*

**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 285. Business Management Economics (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.*

**ECON 302. Marketing Research Workshop (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. *Offered occasionally.*  
*Prerequisite: Economics 199, 211, and 251.*

**ECON 303. Econometric Methods and Models (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 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, 113, or 115.*

**ECON 320. Economics of the Public Sector (1).** Government spending and revenue activities in the U.S. economy. Fiscal activities of government as they affect welfare and resource allocation. Principles of taxation, the theory of public goods and non-market decision-making. The role of the public sector in attaining optimality. *Offered occasionally.* *Prerequisite: Economics 199, 211, and 251.*

**ECON 336. Austrian School of Economics (1).** This course surveys the major thinkers and debates in the Austrian School of economics. The two dominant schools of thought within the economics discipline in the 20th century have been mainstream neoclassical economics and Marxist economics. Austrian economics provides an alternative to both theoretical approaches. It seeks to understand the market as a dynamic, self-ordering, and evolutionary process. Topics covered include Austrian arguments on the evolution of money, capital formation and its structure, the use of knowledge in the market economy, entrepreneurship, and the philosophy of science. *Offered every other spring.* *Prerequisite: Economics 199 and 211.*

**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 Projects (.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 and Youth Studies

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*The education and youth studies department is committed to an interdisciplinary program of theory and practice that promotes social responsibility through shared scholarship.*

*Four principles define the department's curricular vision:*

- 1. The philosophical, historical, and social foundations of the study of youth and education include an emphasis on social responsibility to diverse communities.*
- 2. An integrated curriculum provides connections between theory and practice and among courses and programs.*
- 3. A pluralistic approach to pedagogy explores multiple teaching and learning possibilities.*
- 4. Participation in an educational community recognizes the significance of school/college partnerships and state, national, and international commitments.*

*As faculty, we are committed to lifelong learning, professional expertise, creative and thoughtful action, and the pursuit of intellectual excellence. We support ethical reflection and will work toward teaching others and ourselves to respect a global environment with limited resources. As we look to the future and observe changes at local, national, and international levels, we commit to a responsive curriculum that tries to meet the changing needs of students.*

## Faculty

SONJA DARLINGTON

ANN FRKOVICH

JINGJING LOU, chair and licensing officer

WILLIAM NEW

## Education and Youth Studies Major

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.

The major features three distinct tracks:

**Children and Schools**, which may lead to Wisconsin certification. (middle childhood – early adolescence)

**Adolescents and Schools**, which may lead to Wisconsin certification. (early adolescence – adolescence)

**Youth and Society**, which leads to post-graduate work in a variety of fields related to education and youth, and to graduate study. Recent graduates have gone on to graduate school to become licensed special education and regular teachers, lawyers, social workers, mental health workers, early childhood specialists, artists, physical education teachers and coaches, and to complete doctoral programs in education and related fields.

Students in each track take a common set of core courses and a different set of upper-level courses more specific to their interests. All students engage in extensive field experiences, including the equivalent of a full term of field work, either as student-teachers or as interns/researchers. Such opportunities are available locally, nationally, and internationally.

Students electing to major in education and youth studies may select from the following three tracks:

### Children and Schools

(10-11 units)

1. Education and Youth Studies 101 or 102, 151, 164, 252, 262, 272, 282, and 302 (3\*) (for certification) or 306 (2) (without certification). Only students who have been admitted into the Teacher Certification Program may enroll in Education and Youth Studies 302/304.
2. Choose one 200- or 300-level education and youth studies course not required above or a pre-approved upper-level course outside of second major.
3. Writing/Communication requirement: Communication is both the medium and the message in the department's program. Students read, write, listen, and speak as they bridge theory and practice. They compose education autobiographies and propose and articulate their developing philosophies of teaching and learning. Students are called upon to write formally and informally, individually and collaboratively, in nearly every course. From the

beginning of their program until and throughout their capstone experiences, students construct comprehensive portfolios of their work, which are reviewed by department faculty.

*\*If a student is teaching abroad, these 3 units will be split between Education and Youth Studies 310 and 302.*

### **Adolescents and Schools**

#### **(10-11 units)**

1. Education and Youth Studies 101 or 102, 151, 164, 267, 277, 304 (3\*) (for certification) or 306 (2) (without certification). Only students who have been admitted into the Teacher Certification Program may enroll in Education and Youth Studies 302/304.
2. One course chosen from the following disciplinary perspectives: Education and Youth Studies 252, 262, 272, or 282.
3. Choose two 200- or 300-level education and youth studies courses not required above. One pre-approved disciplinary or interdisciplinary course may be taken in lieu of a departmental course.
4. Writing/Communication requirement: *See children and schools.*

*\*If a student is teaching abroad, these 3 units will be split between Education and Youth Studies 310 and 304.*

### **Youth and Society**

#### **(12 units)**

1. Foundations (3): Education and Youth Studies 101 or 102, 151, 164.
2. Concentration (5):
  - a. At least three 200/300-level courses (not counting courses otherwise required in the department of education and youth studies, including at least 1 unit of Education and Youth Studies 276 (Advanced Topics) and no more than 1 unit of Education and Youth Studies 390 (Special Projects).
  - b. Up to 2 courses outside education and youth studies, including credit-bearing fieldwork, chosen in prior consultation with advisor.
  - c. At least 1 of these 5 units should have an international focus.
3. Inquiry (4); Education and Youth Studies 296, 306 (2), and 382. Students may enroll in Education and Youth Studies 306 for variable credit in different terms.

4. Writing/communication requirement: *See children and schools.*

### **Teacher Certification**

For details about certification requirements for all programs, students should consult the department's handbook and the department website. Because of frequent changes in state rules and regulations relating to teacher licensure, teacher certification requirements are no longer published in the Beloit College catalog. In order to be certified for licensure as a teacher, students must complete a second academic major.

Only tracks one and two of the education and youth studies major may lead to certification for a Wisconsin initial educator license. Students hoping to student teach and certify must be accepted into the Teacher Certification Program, no earlier than their fifth and no later than their seventh term at Beloit. Criteria for admission to the Teacher Certification Program can be found in the EDYS handbook.

The department of education and youth studies certifies students for Wisconsin initial educator licensure in the following areas:

- middle childhood/early adolescence (grades 1-8)
- early adolescence/adolescence (grades 6-12)
- art (grades 1-12)
- drama (grades 1-12)
- foreign language (grades 1-12)

Students interested in certification for licensure in drama, art, and foreign language normally complete the adolescents and schools track of the education and youth studies major, but they should consult with their disciplinary and education and youth studies advisors about possible modifications and special provisions that relate to their areas of interest.

The state of Wisconsin has several additional requirements for licensure, including additional general education courses and passing examinations of basic skills and content knowledge, a test of reading pedagogy for elementary certifiers, and a performance assessment during student teaching. The cost of these assessments is the responsibility of students.

Student teaching includes 18 weeks of full-time work in one or more classrooms at the appropriate level(s). Student teaching placements are generally within 20 miles of Beloit College, which include the School District of Beloit, Turner School District, South Beloit School District, Rockton School District, and Clinton Community School District. Placements made beyond the 20-mile limit require a proposal and approval by the department, and generally entail course fees to cover the costs of transportation and/or

supervision. Students are encouraged to student teach or engage in field experience outside the United States. Those interested in pursuing either of these options must complete an application and approval process, through which they demonstrate that they will meet all departmental expectations in terms of advising, planning, course work, and other relevant experience. In recent years, students have taught in South Africa, Australia, New Zealand, Ireland, England, Germany, Norway, and Thailand.

## Description of Courses

### **EDYS 101. Education in a Democratic Society**

(1). This course examines the role of education in a democratic society. Students are introduced to the historical, philosophical, social, and political principles and issues of schooling in a democracy. Four interrelated themes of freedom, equity, community, and responsibility provide a conceptual framework and foundation for future study in education. Includes 10 hours of field experience. (3B) *Offered at least once per year.*

### **EDYS 102. Alternative Education Perspectives**

(1). An introduction to a variety of educational perspectives, using principles of philosophical, historical, social, and political thought, to study the purpose(s) of education. Personal experiences with American education will be critiqued for specific assumptions and put into a wider context of circumstances and perspectives that lead to questions of world citizenship. Topics may include international education (with an emphasis on a particular region), indigenous education, history of African American education, alternative schools, education for gifted and talented students, religious education institutions, schools for disabilities, and home schooling. As part of the course, students will visit at least four different education sites. Includes at least 15 hours of field experience. (3B) *Offered at least once per year.*

### **EDYS 151. Learning, Motivation, and Development**

(1). This course introduces the study of learning, motivation, and creativity from early childhood through adolescence. Students explore diverse psychological perspectives on the lives of youth in different settings: including school, family, community, peer group, mental health and correctional institutions, etc. Informed by these investigations, students engage in arts-based explorations of youth, employing creative writing, dramatic performance, dance, cinematography, and other visual arts. Students collaboratively generate alternate assessment strategies that combine critical thinking and creative expression. (2A) *Offered every fall and alternate spring terms.*

**EDYS 164. Constructing Difference: Diversity and Education (1).** This course explores major theories and significant research on the development and

explanation of individual differences and how those differences affect the education of youth. The course will explore issues of student diversity, with special attention to race, class, gender, language, and the inclusion of students with special and exceptional needs in general education. Issues are examined mainly through the lenses of history, sociology, economics, and education and youth policy. Students will critically examine how and why race, class, language, ability and disability, and gender have influenced education. (Also listed as Critical Identity Studies 204.) (3B) *Offered every spring and alternate fall terms.*

**EDYS 234. Civil Rights in Uncivil Societies (1).** (See *Interdisciplinary Studies 234* for course description.)

**EDYS 246. Teaching English as a Second or Foreign Language (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.

**EDYS 252. Developing Mathematical Reasoning and Numeracy (1).** This course explores the question, "What does it mean to think mathematically?" Humans have invented systems of numbers and symbols to facilitate thought, action, and communication about space, time, and quantity. How are these systems and their components learned and taught? How is competency in using these systems promoted and assessed? This course explores these and other questions through the study of mathematics education texts, along with practice teaching, learning, and doing mathematics. The standards and principles developed by the National Council of Teachers of Mathematics provide a structure for designing and evaluating the materials examined and developed in this course. Includes weekly classes taught in the elementary school. *Offered alternate spring terms. Prerequisite: Education and Youth Studies 101 or 102, 151, and 164, or consent of instructor.*

**EDYS 260. Museum Education and Informal Learning (1).** See *Museum Studies 260* for course description.

**EDYS 262. Exploring Language, Literature, and Literacy (1).** This course is a theoretical and practical

investigation into teaching and learning about the language arts from first through eighth grades. Designed for students to study and teach reading approaches, including whole language and phonics, and for students to be able to study and direct writing activities for creative and analytical purposes. An emphasis will be given to teaching pupils with a range of social, intellectual, emotional, and physical abilities. Topics include characteristics of emergent readers, development of second language learners, literature for children and early adolescents, and assessments in reading and writing for middle childhood and early adolescents. Includes a weekly placement in an elementary school. *Offered alternate fall terms. Prerequisite: Education and Youth Studies 101 or 102, 151, and 164.*

**EDYS 267. Curricula and Theories for Adolescents (1).** This course is an in-depth examination of the philosophy and history of U.S. middle school education and middle school curriculum theory (development and implementation), and methods of instruction. An integral part will be to learn how to address issues of diversity that are embedded in relationships among students, teachers, and communities. Course work will include studying a range of teaching strategies, investigating student evaluation and assessment practices, and analyzing classroom organization and management theories and practices. Students will develop the structure and content of their teaching portfolios. Includes a weekly placement in a middle school. (3B) *Offered each fall. Prerequisite: Education and Youth Studies 101 or 102, 151, and 164.*

**EDYS 272. Investigating the Natural World (1).** This course takes a constructivist approach to teaching, learning, and doing science. Students study theories of science education and examine past and current science curricula and instruction associated with those theories. Students design and perform science investigations, and then guide a group of elementary school children in designing and performing their own investigations. They design curricula and practice instruction and assessment in the areas of life science, physical science, earth and space science, and environmental science. Includes a weekly placement in an elementary school. *Offered alternate fall terms. Prerequisite: Education and Youth Studies 101 or 102, 151, and 164.*

**EDYS 276. Advanced Topics in Education and Youth Studies (1).** This course addresses special issues or aspects of education and youth studies based on the particular interests and expertise of the instructor. Since the course title and content will vary with the instructor, it may be repeated for credit once, when the title and content change. For example, past topics have included policy, law, comparative education, service

learning, ethics, affirmative action, gender, and African “coming of age” literature. When this course is offered with an international focus, it serves as a prerequisite for overseas student teaching and field experiences. *Offered most semesters. Prerequisite: varies by topic.*

**EDYS 277. Pedagogies and Methods for Adolescents (1).** This course focuses on teaching in a specific content area and preparing for full-time student teaching. Following up on the theoretical aspects of Education and Youth Studies 267, this course explores pedagogical approaches to working with pupils at the early adolescence/late adolescence stage. Methods of teaching will include specifics of lesson planning and teaching, classroom management and organization, technologies in the classroom, and pupil assessment and evaluation, all within specific disciplinary areas. Once a week, students will meet as a group with the instructor of the course to experiment with general pedagogical practices, e.g., cooperative groups, peer evaluation, etc. Students will also attend regular meetings with a “special methods” teacher in order to get practical experience teaching in their subject area. A week-long teaching practicum for one period a day, with a college supervisory visit, will be evaluated during the term. The assessment for the course is based on participation, class performance, and portfolio assignments. Includes a weekly placement in a high school. *Offered each spring. Prerequisite: Education and Youth Studies 101 or 102, 151, and 164.*

**EDYS 282. Encountering Social and Historical Worlds (1).** Focusing on history and social science, this course explores theories, practices, and purposes of social studies education. Readings are interdisciplinary, with texts from education, history, anthropology, psychology, and cultural studies. Students engage in curriculum development and implementation with teachers and students at elementary and middle schools. Students work on individual research projects in consultation with experts at college and local archives, museums, historical and archaeological sites, and other sites of cultural interest. Includes a weekly placement in a middle school. *Offered alternate spring terms. Prerequisite: Education and Youth Studies 101 or 102, 151, and 164.*

**EDYS 296. Research: Principles and Methods (1).** An in-depth, critical introduction to principles and methods of education research. Major forms and types of education research, including large and small-scale projects that use psychological, historical, sociological, anthropological, and interdisciplinary approaches employing qualitative and quantitative methods, will be explored and critically analyzed. Students will design, plan, complete, and evaluate a comprehensive research project in education. Methodological and content focus varies according to instructor and

student interest. When this course is offered with an international focus, it serves as a prerequisite for overseas student teaching and field experiences. *Offered each spring. Prerequisite: Education and Youth Studies 101 or 102, 151, and 164.*

**EDYS 302. Student Teaching in Elementary/Middle School (1 - 3).** Students will participate in a full semester teaching experience 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. (CP) *Graded credit/no credit. Offered each fall. Prerequisite: consent of department.*

**EDYS 304. Student Teaching in Middle/Secondary School (1 - 3).** Students will participate in a full semester teaching experience 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. (CP) *Graded credit/no credit. Offered each fall. Prerequisite: consent of department.*

**EDYS 306. Fieldwork: Youth and Education (.5 - 3).** Students will undertake an intensive, supervised experience in close conjunction with a faculty mentor with whom they maintain frequent communication, in-person when possible and otherwise by electronic means. Students assume responsible participant roles within diverse field settings, while observing in a systematic, reflective way. Placements are made in a wide variety of local, regional, national, and international settings. One unit of credit requires 120 hours in the field. Students may, with approval, substitute term-long, off-campus programs with youth or education dimensions for this fieldwork requirement. *Offered every term. Prerequisite: Education and Youth Studies 101 or 102, 151, and 164, and 296 or consent of instructor.*

**EDYS 310. Student Teaching: Overseas (1 - 3).** Students practice-teach in an overseas primary, middle, or secondary school. During the term, they assume the full responsibility of a teacher. Students are under the close supervision of an experienced classroom teacher, as well as the head teacher of the school. Students make regular reports to the director of overseas student teaching. In most instances, they are visited by a faculty member from Beloit College. The course is open to students who have been admitted to the Beloit College overseas student teaching program. *Graded credit/no credit. Available*

*any semester. Ninth-term tuition remission not available. Prerequisite: consent of department.*

**EDYS 382. Senior Capstone Seminar (1).** Education and youth studies seniors pursue individual inquiry in education and youth studies under the supervision of a faculty member. Students are encouraged to expand on issues or problems they have already studied or encountered in their academic careers. A student's final product may be in one of the following three forms: 1) a capstone project closely tied to their previous fieldwork as well as future career options, including a written paper/report, the specific format and length to be determined in consultation with the faculty supervisor; 2) a research paper based on fieldwork and research s/he has previously done (usually 25 pages or more, double-spaced); or 3) an honors thesis (for those students who are eligible and are nominated to write an honors thesis) that is a high-quality research paper of at least 35 pages double-spaced. In addition to taking Education and Youth Studies 382, students writing an honors thesis must meet additional criteria in consultation with their academic advisor and the Education and Youth Studies department. Students writing an honors thesis or academic research paper are required to present at Student Symposium, while all other students are strongly encouraged to present as well. (CP) *Prerequisite: Education and Youth Studies 296 and 306 (2-3 units) or recommendation of the department.*

**EDYS 390. Special Projects (.25 - 1).** *Prerequisite: 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. Departmental approval.*

# Engineering

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*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 (Columbia University, Rensselaer Polytechnic Institute, and Washington University in St. Louis). 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 the affiliated engineering college. Common specialties are chemical, civil, electrical, and mechanical engineering, but a student may pursue any engineering specialty, including computer science, operations research, and financial engineering.*

*Each engineering college has its own degree requirements. They 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.*

## Faculty

PAUL CAMPBELL (mathematics)

J. PATRICK POLLEY (physics)

BRITT SCHARRINGHAUSEN (physics)

PAUL STANLEY, advisor (physics)

## Engineering Program

*Students interested in the engineering program have three options: 3-2 engineering program major, 3-2 engineering program major and a second Beloit major,*

*or 4-2 engineering program major with a second Beloit major.*

### 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. Students must complete the engineering core, even if they opt for a second major at Beloit. It is often 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. It important to 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 Liberal Arts in Practice requirement while at Beloit. With prior consultation with the Beloit engineering advisor, it is sometimes possible to complete the LAP requirement at the engineering school; planning for this should 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 in order 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.*

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 Core**

**(10 units)**

1. Required courses (10 units), completed with at least a “C” average:
  - a. Two units of chemistry, including Chemistry 220.
  - b. Two units of computer science.
  - c. Mathematics 110 or 113, 115, and 201.
  - d. Physics 101, 102, and 206.
2. Recommended courses:
  - a. Chemistry 230 and 235 (for chemical engineering).
  - b. Economics 199 (required by some engineering schools).
  - c. Geology 100 or 110 (for civil engineering).
  - d. Mathematics 175, 190, and/or 205 (required by some engineering schools).
  - e. Physics 160 and 170 (for electrical engineering).
  - f. Physics 210 (required by some 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”

# English

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*The English department offers two majors: literary studies and creative writing. Literary studies majors explore a range of approaches to understanding and appreciating literatures in English. Majors examine artistic forms, historical contexts, and social significance of diverse literary works, as well as how the discipline engages with other media (such as film) and discourses (such as science). Literary studies majors develop critical thinking, reading, writing, and communication skills that are uniquely cultivated by literary study and broadly effective beyond it. In creative writing, students practice creative composition in fiction, poetry, nonfiction, and writing for performance. Their creative work is informed by the critical study and appreciation of literature, both past and present. 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.*

## Faculty

FRANCESCA ABBATE, chair

CHRISTINA CLANCY

CHRISTOPHER FINK

JEAN FRANZINO

SHAWN GILLEN

TAMARA KETABGIAN

CHARLES LEWIS

CYNTHIA McCOWN

MATTHEW VADNAIS

LISA HAINES WRIGHT

STEVE WRIGHT

## Literary Studies Major

(13 or 14 units)

1. At least 10 departmental units:
  - a. English 190, 195, 196, 205; and 301 or 310.
  - b. Five additional 200-level literature units, including:
    - i. At least three 250-level literary history units:
      1. One unit must be from 251, 252, or 253.
      2. One unit must be from 254, 256, or 257.
    - ii. At least one 260-level theory, media, or rhetoric unit, from English 261, 262, 263, 264, or 266.
2. Complete one of the following capstone options:
  - a. A capstone mode offered in sections of English 301 or 310, or in a capstone seminar that is limited to senior English majors. Each capstone mode shall integrate skills and knowledge acquired in departmental courses and challenge a student to perform at a level appropriate to an advanced English major.
  - b. A Student Symposium presentation composed as part of a credit-bearing project sponsored and nominated by a member of the English department.
  - c. An honors project in English (subject to departmental nomination and approval).
  - d. Another capstone course offered at Beloit College and related to a student's English major. Students completing this option must have prior approval from their departmental advisor or the department chair.
3. Three supporting courses. Students may fulfill this requirement by completing a minor in a program chosen in consultation with their advisor. They may also complete one of the tracks below:
  - a. Language and literature focus: 2 units in a modern language and 1 literature unit in that language or in translation;
  - b. International studies: a total of 3 units from courses that focus on international issues;
  - c. Cultural studies: 3 units in cultural studies, from programs such as history, anthropology, sociology, theatre, classics, and art history.
  - d. Digital and media studies: 3 units in media studies, digital studies, film or journalism, 1 of which must be an internship;
  - e. Education: 3 units in youth studies and education, ideally with a teaching experience.
  - f. Arts: 3 units in studio art and/or the performing arts.
  - g. Self-designed: 3 courses with a specific focus chosen in consultation with an advisor and submitted to the department chair. Students wishing to complete a self-designed track must submit a written proposal within one

semester of their declaration of an English major.

4. Writing/communication requirement: Instruction in writing is an integral part of the department of English and its mission of liberal education. We teach students how to express, in prose and verse, the elusive emotion, the abstract concept, the imagined world. We teach students how to use language clearly and precisely so they can learn to think critically, argue persuasively, and craft stories and poems distinctively. In teaching students to write well, we are also teaching them to read well, so that literary and other texts come fully alive as subjects of study, models of reasoning, and sources of discovery. Thus, majors in the English department—and students in our classes—learn to communicate effectively in expository, analytical, and imaginative writing. They do so in part by becoming close readers of their own and others' use of language, whether in literary studies or creative writing.

*Majors should consult with their advisors about pursuing a course of literary study distinguished by historical breadth and by cultural and geographical diversity.*

*Majors who plan graduate work in literary studies should elect more than the minimum requirements. In addition, such students should acquire a thorough reading knowledge of at least one foreign language.*

## Creative Writing Major

(13 or 14 units)

1. At least 10 departmental units:
  - a. English 190, 195, 196, and 205.
  - b. Two advanced creative writing courses from 210, 215, 220, 223, or 226.
  - c. Four additional English units, including:
    - i. At least 1 creative writing course.
    - ii. At least 2 literary studies courses, one of which must be from the following pre-20th century courses: English 251, 252, 253, 254, 256, 257.

*For creative writing majors, English 310 may count as an additional creative writing course; English 228 may count as a literary studies course.*

1. Complete one of the following capstone options:
  - a. A capstone mode offered in sections of English 301 or 310, or in a capstone seminar that is limited to senior English majors. Each capstone mode shall integrate skills and

knowledge acquired in departmental courses and challenge a student to perform at a level appropriate to an advanced English major.

- b. A Student Symposium presentation composed as part of a credit-bearing project sponsored and nominated by a member of the English department.
  - c. An honors project in English (subject to departmental nomination and approval).
  - d. Another capstone course offered at Beloit College and related to a student's English major. Students completing this option must have prior approval from their departmental advisor or the department chair.
2. Completion of one of the following:
    - a. Public performance of the student's writing; OR
    - b. Printed booklet containing student's writing.
  3. Three supporting courses: *See literary studies major.*
  4. Writing/communication requirement: *See literary studies major.*

*Majors in creative writing 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 reading knowledge of at least one foreign language.*

**Double Majors:** *Students who complete requirements for any two English majors are recognized as double majors in English. Such students must complete normal major requirements for supporting courses. 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 on 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 Minor

(6 units)

1. English 190, 195, 196.
2. Two from 205, 251, 252, 253, 254, 256, 257, 258.
3. One from 261, 262, 263, 264, 266, 271, 301, 310.

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

## Description of 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. (Also listed as Comparative Literature 190. English majors should register for English 190.) (5T) *Offered each semester.*

### **ENGL 195. British Literary Traditions (1).**

Introduces students to British and English-language texts from the earliest literary period to the most recent, with emphasis on broad historical patterns of literary and cultural influence. Each course examines the formation and transformation of literary canons, national traditions, and evolving concepts of artistic value and creativity. As a reading-intensive study of literary texts and their specific historical contexts, this course is appropriate for the general student and also provides groundwork crucial for more advanced English classes. *Offered each semester. Prerequisite: English 190.*

### **ENGL 196. American Literary Traditions (1).**

Introduces students to American texts from the 17th century to the most recent literary periods, with emphasis on broad historical patterns of literary and cultural influence. Each course examines the formation and transformation of literary canons, national traditions, and evolving concepts of artistic value and creativity. As a reading-intensive study of literary texts and their specific historical contexts, this course is appropriate for the general student and also provides groundwork crucial for more advanced English classes. *Offered each semester. Prerequisite: English 190.*

### **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) *Offered each semester. Prerequisite: English 190.*

**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 fall. Prerequisite: English 205 and junior standing.*

**ENGL 215. Writing for Performance (1).** Analysis of and practice in writing for live and/or mediated performance, such as for stage, film, or digital storytelling. *Offered even years, spring semester.* (Also listed as Theatre, Dance and Media Studies 233.)

*Prerequisite: English 205 or Theatre, Dance and Media Studies 202, and junior standing.*

**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 each spring. Topics course. Prerequisite: English 205 and junior standing.*

**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 251. Studies in Medieval Literature (1).**

Literature before 1500, 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. *Offered every other year. Topics course. Prerequisite: English 190; additional prerequisites vary with instructor.*

### **ENGL 252. Studies in Renaissance Literature (1).**

Literature 1500 to mid-1600s, 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 Shakespeare and Film; Milton and Satanic Rebellion. (Also listed as Theatre Arts, Dance and Media Studies 252, when appropriate.) *Offered every year. Topics course.*

*Prerequisite: English 190; additional prerequisites vary with instructor.*

**ENGL 253. Studies in Restoration and Enlightenment Literature (1).** Literature mid-1600s to late 1700s, 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 Discipline and Desire: The Politics of Space in British Writing of the 1700s. *Offered every other year. Topics course. Prerequisite: English 190; additional prerequisites vary with instructor.*

**ENGL 254. Studies in Romantic Literature (1).** Literature late 1700s through early 1800s, fourth 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 Romantic Poetry, Philosophy, and Rebellion. *Offered every other year. Topics course. Prerequisite: English 190; additional prerequisites vary with instructor.*

**ENGL 256. Studies in American Literature Before 1860 (1).** American literature to 1860, fifth 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 Poe and Hawthorne; The Emergence of the American Novel; Sex, Salvation, and Adventure. *Offered every year. Topics course. Prerequisite: English 190; additional prerequisites vary with instructor.*

**ENGL 257. Studies in Literature, Later 1800s and Early 1900s (1).** Sixth 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 Gender and the Victorian Novel; Modernity and Melancholia. *Offered every other year. Topics course. Prerequisite: English 190; additional prerequisites vary with instructor.*

**ENGL 258. Studies in Literature, 20th Century and Beyond (1).** Seventh 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 the Harlem Renaissance, Sunset on the British Empire, African American Women Writers, and 9-11 Fiction. *Offered every year. Topics course. Prerequisite: English 190; additional prerequisites vary with instructor.*

**ENGL 261. Literary and Cultural Theory (1).** This course studies the processes of representation and interpretation, examining the nature and working of language, texts, and reading. It introduces various critical ideas and approaches, engaging both the contemporary field and its antecedents, and it integrates theory and practice, testing the usefulness of theoretical insights through the actual reading of literary and cultural texts. (Also listed as Comparative Literature 261.) *Offered every spring. Prerequisite:*

*English 190 and English 195 or 196, or consent of instructor.*

**ENGL 262. Genre, Mode, Technique (1).** These courses focus on a genre, mode, or technique, 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, myth, the Gothic, irony, or first-person narration. May be repeated for credit if topic is different. *Offered every year. Topics course. Prerequisite: English 190; additional prerequisites vary with 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. (Also listed as TDMS 234 Post Colonial Drama, when appropriate.) May be repeated for credit if topic is different. *Offered odd years, spring semester. Topics course. Prerequisite: varies with 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, 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: English 190; Journalism 125; Theatre, Dance and Media Studies 202; or consent of instructor.*

**ENGL 266. Aesthetics and Theories of Composition (.25 - 1).** This course focuses on theories of writing and aesthetic approaches involved in the composition of literary texts. Genre, historical period(s), and course emphasis will vary with section and instructor. Sample topics include the theory of the novel, memory and the modern memoir, and aesthetic approaches to poetry and drama. *Offered occasionally. Topics course. Prerequisite: English 190 or consent of instructor.*

**ENGL 271. Topics in Literature and Criticism (1).** Attention to special problems in literature and/or criticism. Complementing other offerings, these courses vary in subject and approach. They arise from and respond to the particular interests and expertise of students and faculty. *Prerequisite: varies with 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 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. May be repeated for credit if topic is different. (CP) *Offered each semester. Topics course. Prerequisite: junior standing and English 190 and either 195 or 196; or consent of instructor.*

**ENGL 310. Literature as Process: Composing in Forms (1).** These advanced seminars examine specialized literary forms, studying texts that define the history and development of literary genres and/or questions (historical fiction, the long poem, sequential fiction, travel writing, etc.). Students are expected to produce original creative works within each category included in the course. Recommended for creative-writing majors or literary-studies majors with interests in particular types of genre writing. May be repeated for credit if content changes. (CP) *Offered every other semester. Topics course. Prerequisite: junior standing and English 190 and either 195 or 196; or consent of instructor.*

**ENGL 390. Special Projects (.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; and English 190 and either 195 or 196 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

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*The environmental studies program includes disciplinary majors in environmental biology, environmental chemistry, and environmental geology, and an interdisciplinary major and minor in environmental studies. The environmental studies majors and minor enable students to analyze the relationship between human society and the environment. This relationship involves three major components that are interconnected: (1) the effect that human populations have on the environment, including environmental degradation and restoration; (2) the benefits humans derive from their environment, such as the services and natural resources used to sustain societies; (3) the threat to humans from natural hazards such as landslides, earthquakes, floods, and volcanic eruptions. 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, and societal values and ethics.*

## Faculty

PAUL CAMPBELL (mathematics)

CHRISTOPHER FINK (English)

WILLIAM GREEN (anthropology and museum studies)

YAFFA GROSSMAN (biology)

GEORGE LISENSKY (chemistry)

CARL MENDELSON (geology)

JO ORTEL (art history)

WARREN BRUCE PALMER (economics)

LAURA PARMENTIER (chemistry)

JAMES ROUGVIE (geology)

SUSAN SWANSON (geology)

MATTHEW TEDESCO (philosophy)

PABLO TORAL (political science), chair

## Environmental Studies Major

(12.5 units)

The major features two distinct tracks:

**Environmental communication and arts** is oriented to the arts and humanities.

**Environmental justice and citizenship** has a social science focus.

Both tracks 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.

Students interested in environmental studies are strongly encouraged to fulfill their Liberal Arts in Practice (LAP) requirement through an environmental studies-related internship, through the college's Sustainability Fellows program, or through supplemental environmental studies programs, such as Coe College's Wilderness Field Station. The LAP requirement may also be fulfilled during an approved study abroad experience.

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.

## Environmental Communication and Arts

(12.5 units)

1. Environmental communication and arts (2)
  - a. One unit from "history and theory": Art History 120, 125, 130, 231, 245; English 190; History 150; Anthropology/Museum Studies 247.
  - b. One unit from "practice": Art 103, 115, 117, 125, 150, 325; Journalism 125; Spanish 282; Theatre, Dance and Media Studies 101, 106, 107, 150, 165; Writing 100; Museum Studies 145.
2. Environmental justice and citizenship (2): Two units chosen from Anthropology 100; Economics 199; Education and Youth Studies 101; Political Science 110, 130, 160, 180.

3. Environmental sciences (2): Two units chosen from Biology 111, 121, 141, 151, 206, 217; Chemistry 117, 220; Geology 100, 110, 235, 240.
  4. Four environmental core courses, chosen in consultation with the advisor (4): Anthropology/Environmental Studies 219; Economics/Environmental Studies 205, 208; Environmental Studies/Art History 255; Environmental Studies 258, 280; Journalism 225 (when topic is environmental writing); Philosophy/Environmental Studies 224; Political Science 255. 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, 225; Interdisciplinary Studies 222; Theatre, Dance and Media Studies 242, 342, 351.
    - b. One 200-level or higher communications and arts 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.
2. Environmental justice and citizenship (2): Two units chosen from Anthropology 100; Economics 199; Education and Youth Studies 101; Political Science 110, 130, 160, 180.
  3. Environmental sciences (2): Two units chosen from Biology 111, 121, 141, 151, 206, 217; Chemistry 117, 220; Geology 100, 110, 235, 240.
  4. Four environmental core courses, chosen in consultation with the advisor (4): Anthropology/Environmental Studies 219; Economics/Environmental Studies 205, 208; Environmental Studies/Art History 255; Environmental Studies 258, 280; Journalism 225 (when topic is environmental writing); Philosophy/Environmental Studies 224; Political Science 255. 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 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, 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 Justice and Citizenship**

(12.5 units)

1. Environmental communication and arts (2)
  - a. One unit from “history and theory”: Art History 120, 125, 130, 231, 245; English 190; History 150; Anthropology/Museum Studies 247.
  - b. One unit from “practice”: Art 103, 115, 117, 125, 150, 325; Journalism 125; Spanish 282; Theatre, Dance and Media Studies 101, 106, 107, 150, 165; Writing 100; Museum Studies 145.

#### **Notes:**

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.*
3. *Environmental studies majors may not also minor in environmental studies.*

## 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, 141, 151; Chemistry 117; Geology 100, 110.
3. Four units of environmentally related courses from Anthropology/Environmental Studies 219; Biology 206; Economics/Environmental Studies 205, 208; Art History/Environmental Studies 255; Environmental Studies 258, 280, 380; Journalism 225 (when topic is environmental writing); Philosophy/Environmental Studies 224; Political Science 255; or up to one unit of internship or research experience chosen in consultation with an environmental studies advisor.

### Notes:

1. No more than 2 courses taken to satisfy major requirements may count toward the environmental studies minor.
2. Environmental biology, environmental geology, environmental chemistry, and environmental studies majors may not minor in environmental studies.

### Description of Courses

**ENVS 205. Seminar on Energy and Environmental Economics (1).** (3B) See *Economics 205* for course description.

**ENVS 208. Sustainable Agricultural Management (1).** See *Economics 208* for course description.

**ENVS 219. Environmental Archaeology (1).** See *Anthropology 219* for course description.

**ENVS 224. Environmental Ethics (1).** (5T) See *Philosophy 224* for course description.

**ENVS 255. Contemporary Art in an Age of Global Warming (1).** (5T) See *Art History 255* for course description.

**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: 1 lab-science course, sophomore standing, or consent of instructor.*

**ENVS 280. Topics in Environmental Studies (.5, 1).** Designed to pursue topics in environmental studies that are not addressed in the regular course offerings. Topics vary, but they may include Challenges of Global Change or Environment and Society. May be repeated for credit if topic is different. *Offered occasionally. Prerequisite: sophomore standing and any 2 courses that satisfy the environmental studies major or consent of instructor. The 2A-domained version of this course is ENVS 281.*

**ENVS 350. Advanced Topics in Environmental Studies (.5, 1).** These advanced seminars examine topics in environmental studies that are not addressed in the regular course offerings. Topics vary. May be repeated for credit if topic is different. *Offered occasionally. Prerequisite: junior standing and any 2 courses that satisfy the environmental studies major; or consent of instructor.*

**ENVS 380. Senior Colloquium in Environmental Studies (.5).** 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. (CP) *Offered each fall. Prerequisite: senior standing in an environmentally related major.*

**ENVS 390. Special Projects (.25 - 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.

# Geology

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*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.*

## Faculty

STEPHEN BALLOU, technician and safety officer

CARL MENDELSON

JAMES ROUGVIE

SUSAN SWANSON, chair

## Geology Major

(12 units)

1. Nine departmental units:
  - a. Geology 100 or 110, 105, 200, 215 (1.25), 380 (.25), and 385 (.5).
  - b. Four units from Geology 205, 210, 220, 230, 235, 240, and 325.
2. Supporting courses (3 units):
  - a. Mathematics 110, 113, 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:
    - 230: Sedimentology
    - 235: Geomorphology
    - 325: Tectonics
  - c. Our thesis requirement is designed to develop disciplinary expertise in communication. The following courses support the thesis requirement and are designated W:
    - 380: Departmental Seminar
    - 385: Thesis Research

## Environmental Geology Major

(13 units)

1. Six departmental units:
  - a. Geology 100 or 110, 200, 215 (1.25), 380 (.25), and 385 (.5).
  - b. Two from Geology 230, 235, 240.
2. Supporting courses (7 units):

- a. Two from Biology 121, 151, 206, Geology 105, 205, 220, 230, 235, 240, and 251 (as appropriate).
  - b. One from Chemistry 117, 220, 230, 240, 250, or Physics 101, 102.
  - c. One from Biology 247, Mathematics 106, 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: *See geology major.*

## Geology Minor

(5.25 - 6 units)

1. Five and one-fourth or 6 departmental units:
  - a. Geology 100 or 110.
  - b. Five units from 100-, 200-, or 300-level geology courses. If Geology 215 is taken, a total of 4.25 units will satisfy this requirement.
2. Declared minors in geology are invited to elect Geology 171 and are encouraged to participate in the spring field excursion.

## Description of 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).** The recent revolution in geologic thinking that was brought about by the ideas of sea-floor spreading, heat flow through the Earth's crust, reversals of the Earth's magnetic field, and earthquake studies allows a synthesis of the Earth's evolution. Information from rock associations, fossils, stratigraphic correlations, 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. 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, floods, volcanic activity, earthquakes, landslides, coastal processes, and pollution are among the topics considered, with emphasis on current events. Lecture, discussion, laboratory, field study. One Saturday or Sunday field trip. Students who have credit for Geology 100 may not take this course for credit. (4U) *Offered yearly.*

### GEOL 171. Field Excursion Seminar (.25, .5).

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. Offered yearly. Prerequisite or co-requisite: Geology 100 or 105 or 110.*

**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, or 110.*

**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 and of selected vertebrate and plant fossils. Competing evolutionary theories are evaluated in the perspective of geologic time. Fossils are studied as once-living organisms adapting to changing ecosystems. Lecture, discussion, laboratory, field study. One Saturday or Sunday field trip. (Also listed as Biology 210.) *Offered alternate fall semesters. Prerequisite: Geology 105 or Anthropology 120 or 1 course in biology. Geology 100 or 110 recommended.*

**GEOL 215. Field Geology (1.25).** Techniques of collecting, recording, and presenting geologic data. The use of the Brunton compass, magnetometer, GPS, surveying techniques, and surface and groundwater hydrogeology field methods. The interpretation of data as plotted on maps, sections, and aerial photographs. Field observations and measurements are synthesized with maps and cross-sections in written reports. Lecture, laboratory, field study. *Five-week course offered alternate summer terms. Prerequisite: 2 units in geology including Geology 100 or 110.*

**GEOL 220. Structural Geology (1).** Mechanical principles applied to folds, faults, joints, igneous plutons, and secondary structural features of the Earth. Laboratory study of deformed 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 (1).** The origin, distribution, deposition, and lithification of common rock-forming sediments. Lectures, laboratories, and field work consist of collecting and analyzing data and determining the geologic history and significance of sediments and sedimentary rocks by means of the binocular and petrographic microscopes and various mechanical and computer techniques. One Saturday or Sunday field trip. *Offered alternate fall semesters. Prerequisite: Geology 100 or 110; Geology 105 and 200 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, 113, or 115 highly recommended.*

**GEOL 250, 251. Advanced Topics in Geology (.25, 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 331. Stratigraphy (.5).** Historical development of stratigraphy, principles of correlation, use of fossils as time and environmental indicators, facies, regional lithologic associations, construction and interpretation of paleogeologic maps and cross-sections using surface and subsurface data. *Offered occasionally. Prerequisite or co-requisite: Geology 105 or 230.*

**GEOL 380. Departmental Seminar (.25).** This seminar consists of discussions, exercises, and presentations designed to prepare students for independent research, professional work in the geosciences, and life after Beloit College. Topics covered include information literacy, data representation and presentation, and preparation for field and laboratory research. In addition, participants learn how to select a thesis topic and how to write geologic manuscripts. *Offered each spring. Prerequisite: sophomore standing.*

**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 Projects (.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.*

# Health and Society

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*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.*

## Faculty

RACHEL BERGSTROM, (biology)

GREG BUCHANAN, co-chair (psychology)

SUZANNE COX (psychology)

THEODORE GRIES (chemistry)

KATHRYN JOHNSON (biology)

NANCY KRUSKO (anthropology)

KRISTIN LABBY (chemistry)

SYLVIA LOPEZ (modern languages and literatures)

RONGAL NIKORA (health and society and political science)

LAURA PARMENTIER, co-chair (chemistry)

JAMES SCHULTE (biology)

MATTHEW TEDESCO (philosophy)

PABLO TORAL (international relations)

LESLIE WILLIAMS (anthropology)

## Health and Society Major

(13 or 14 units)

1. Two units from the following physical and natural sciences, chosen to provide prerequisites for additional course work below: Chemistry 117, 150, and at most 1 of Anthropology 120 or any 100-level biology.
2. Two units from the following social sciences: Anthropology 100, Critical Identity Studies 165, Economics 199, Political Science 110,

160, Psychology 100, Religious Studies 101, Sociology 100, chosen to provide prerequisites for additional course work below.

3. Completion of .5 unit of Health and Society 240 (offered every spring).
4. Three units chosen from the core health and society courses: Anthropology 262, Anthropology/Health and Society 323, Biology 215, 217, Critical Identity Studies 236/Health and Society 235, Critical Identity Studies/Health and Society 252, Interdisciplinary Studies 265, 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. 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 or 2 unit(s) of statistics or research methods chosen from: Anthropology 240, Biology 247, Economics 251, Mathematics 106, Health and Society/Political Science 201, Psychology 161 and 162 (both are required), Sociology 205 or 211.
6. Choose 2 units from one theme and 1 unit each from the other two themes below. Other relevant course offerings with significant health content may be substituted with approval of the chair.
  - **Health and Well-Being:** Interdisciplinary Studies 318, at most 1 of Psychology 210 or 252, Psychology 215, 375, Psychology/Critical Identity Studies 225 (may not be counted for the major in conjunction with Critical Identity Studies/Health and Society 252), at most 1 of Psychology 310 or 315, and at most 1 of Interdisciplinary Studies 380 or Anthropology 230.
  - **Biological Systems and Health:** Biology 237, 256, 289, 340, 357, Biology/Chemistry 260, Chemistry 220, 230, Psychology 230.
  - **Social Determinants of Health:** Anthropology/Critical Identity Studies 305 or 306, Critical Identity Studies/Sociology 221, Critical Identity Studies 226/Sociology 225, Critical Identity Studies/Sociology 245, Critical Identity Studies 250/Sociology 251, Economics 204, Political Science/Health and Society 212 or 230, Political Science 217, 255, 262, Sociology 275.

7. Students interested in health and society are encouraged to fulfill their Liberal Arts in Practice requirement by engaging to improve the health of our neighborhoods, country, and/or world. This may occur during an approved study abroad experience, a Duffy Partnership, a research or field internship, or a LAP-designated course. Students majoring in health and society may fulfill major requirements while studying abroad. Consult with your major advisor when preparing for studying abroad.
8. 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.
9. Completion of .5 unit of Health and Society 340 (offered every fall).
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 3.7 GPA or above in courses in the major may apply junior year for honors and develop a self-designed honors project.

## Health and Society Minor

(5.5 units)

1. Completion of .5 unit of Health and Society 240 (offered every spring).
2. Three units chosen from the core health and society courses: Anthropology 262, Anthropology/Health and Society 323, Biology 215, 217, Critical Identity Studies 236/Health and Society 235, Critical Identity Studies/Health and Society 252, Interdisciplinary Studies 265, 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. 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:** Interdisciplinary Studies 318, 380, Anthropology 230, Psychology/Critical Identity Studies 225 (may not be counted for the minor in conjunction with Critical Identity Studies/Health and Society 252), Psychology 210, 215, 252, 310, 315, 375.
  - **Biological Systems and Health:** Biology 237, 256, 289, 340, 357, Biology/Chemistry 260, Chemistry 220, 230, Psychology 230.
  - **Social Determinants of Health:** Anthropology/Critical Identity Studies 305, 306, Critical Identity Studies/Sociology 221, Critical Identity Studies 226/Sociology 225, Critical Identity Studies/Sociology 245, Critical Identity Studies 250/Sociology 251, Economics 204, Political Science/Health and Society 212, 230, Political Science 217, 255, 262, Sociology 275.
4. One unit of statistics or appropriate research methods course chosen from: Anthropology 240, Biology 247, Economics 251, Mathematics 106, Health and Society/Political Science 201, Sociology 205, 211.

## Description of Courses

**HEAL 201. Research Methods in Political Science and Health (1).** *See Political Science 201 for course description.*

**HEAL 212. U.S. Health Policy and Politics (1).** *See Political Science 212 for course description.*

**HEAL 218. Health and Culture in the Spanish-Speaking World (1).** (5T) *See Spanish 218 for description.*

**HEAL 230. Comparative Health Systems (1).** (3B) *See Political Science 230 for course description.*

**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) (Also listed as Critical Identity Studies 236.)

**HEAL 240. Sophomore Seminar in Health and Society (.5).** Prefaced 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. As a gateway requirement, this course is designed to encourage interaction between health and society majors and minors, laying the groundwork for future collaboration and introducing majors to possible careers tracks as practitioners, analysts, consultants, and social entrepreneurs in the realm of public health. *Prerequisite: declared major or minor in health and society.*

**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. (Also listed as Critical Identity Studies 252.) *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 1 health and society core course or consent of instructor.*

**HEAL 323. Anthropology of Sex and Reproduction (1).** (3B) *See Anthropology 323 for description.*

**HEAL 340. Senior Seminar in Health and Society (.5).** 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 will reflect on knowledge and experience by applying and articulating what they have learned while navigating their undergraduate education. (CP) *Prerequisite: declared major in health and society and junior or senior standing (junior*

*standing requires instructor consent), or consent of instructor.*

**HEAL 341. Health and Society Internship (.5, 1).** *Graded credit/no credit.*

**HEAL 342. Health and Society Research Project (.5, 1).**

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

# History

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*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.*

## Faculty

DANIEL BRÜCKENHAUS

FRED BURWELL (archivist)

KATHERINE JOHNSTON

ELLEN JOYCE

ROBERT LaFLEUR

BEATRICE MCKENZIE, chair

## 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 course work 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.

## Description of 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 200. Imperial Russia (1).** Social, cultural, political, and economic developments in the history of Russia from the earliest times through the mid-19th century. (3B) *Offered occasionally. Open to first-year students.*

**HIST 205. Revolutionary Russia and the Soviet Union (1).** Social, cultural, political, and economic development in the history of Russia from the mid-19th century through the provisional government and the establishment of the Soviet Union to the present. (3B) *Offered occasionally. Open to first-year students.*

**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.*

**HIST 217. Theatre History I (1).** *See Theatre, Dance and Media Studies 235 for course description.*

**HIST 218. Theatre History II (1).** *See Theatre, Dance and Media Studies 236 for course description.*

**HIST 221. Greek Civilization (1).** (3B) *Offered fall term (even years). See Classics 220 for course description.*

**HIST 222. Roman Civilization (1).** (3B) *Offered fall term (odd years). See Classics 225 for course description.*

**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. (Also listed as Interdisciplinary Studies 217.) (3B) *Offered every year. 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 235. Captives, Cannibals, and Capitalists in the Early Modern Atlantic World (1).** This course explores cross-cultural encounters in the Americas that characterized the meetings of Europeans, Africans, and Americans in the early modern world between 1492 and 1763. During this period, the Atlantic Ocean and its adjacent land masses became critical locations for economic, biological, and cultural exchanges. This course focuses on the Americas as sites for discovery, mutual incomprehension, and exploitation. The course explores the ways that conquest, resistance, and strategic cooperation shaped peoples’ “new worlds” on both sides of the Atlantic. It also considers how colonialism framed and was framed by scientific inquiry, religious beliefs, economic thought, and artistic expression. Students interrogate primary sources—written, visual, and aural—that emerged from these encounters and the secondary literatures that have sought to make sense of them. (Also listed as Critical Identity Studies 235.) (5T) *Offered each fall. Open to first-year students.*

**HIST 238. 1756-1865: Confederation to Confederacy (1).** In the Plan of Union prepared during the 1754 “Albany Convention,” Anglo-American colonists met to consider uniting for their common defense. That plan failed, but a later experiment in unity succeeded when the united colonies declared independence. Nevertheless, social, cultural, and ideological differences persisted, and

the union formed in 1776 was tried and tested before finally fracturing with the secession of South Carolina, precipitating the Civil War. In the intervening years, Americans grappled with how they should govern themselves, who should be included in the polity, and how society should be organized. Reformers considered the controversial issues of women's rights, the plight of Native Americans, and the place of slavery in a nation founded on the precept that "All men are created equal." This course covers the periods of the French and Indian War, the American Revolution, the early national and antebellum periods, before concluding with the Civil War. (3B) *Offered spring semester. 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 248. Survey of U.S. Women's History (1).** An introductory course examining women's economic, political, and cultural position in the United States from the 17th century to the present. The course will consider how women's experiences varied over time and how differences in ethnicity, class, conditions of freedom and other factors affected those experiences. The course will address the interdependence between the transformation of women's roles and changes in the family, men's roles, and the economy. *Offered occasionally. Open to first-year students.*

**HIST 249. Central Asia: A Sense of Region (1).** *See Interdisciplinary Studies 249 for course description.*

**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. *No prerequisites.*

**HIST 255. East/Central Europe: A Sense of Place (1).** *See Interdisciplinary Studies 255 for course description.*

**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. (Also listed as Religious Studies 230.) (3B) *Offered occasionally, fall semester. Open to first-year students.*

**HIST 266. Women in Modern Europe (1).** This seminar explores the history of women in Europe from the 17th century to the present. It focuses on several themes, including the changing forms of women's work, the creation of the public/private dichotomy, women's political participation, their relationship to socialism, and the women's liberation movement in the 19th and 20th centuries. Using primary sources, secondary readings, film, a novel, and a play, students attempt to discover women's place in European history and consider how the story of Europe changes when gender becomes the primary category of analysis. *Offered occasionally. Open to first-year students.*

**HIST 267. Christianity in Modern Europe (1).** In this course, students explore the place of Christianity in the political, social, economic, national, and gender revolutions of 'modern' Europe from 1789 to the present. This cultural- and social-historical investigation is broadly comparative, drawing on national, religious, and other communities across Europe, though France, Britain, Germany, and Russia may be emphasized. (Also listed as Religious Studies 200.) (3B) *Offered occasionally. 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 272. The Balkans: A Sense of Region (1).** See *Interdisciplinary Studies 272* for course description.

**HIST 275. United States Foreign Policy (1).** See *Political Science 275* for course description.

**HIST 282. Empire and Slavery: The Early History of the Caribbean (1).** Although this is a history course, it takes a multidisciplinary approach to study of the Caribbean past within the context of European and U.S. empires. Topics include exploration and settlement, the development of bound labor systems, the nature of slave experiences, economic change, emancipation in local and Atlantic contexts, the construction of race and gender at various moments, and the emergence of Caribbean cultural forms. It also investigates the similarities and differences among French, Dutch, English, and Iberian Caribbean settlements. (Also listed as Critical Identity Studies 282.) (3B) *Offered occasionally. Open to first-year students.*

**HIST 283. Latin American History Since 1810 (1).** A survey of selected topics in the revolutionary and national periods of certain Latin American countries. The course begins with the revolution of 1810 and then covers a variety of topics, peoples, and issues in a number of Latin American countries. The course is not comprehensive, and topics within it change from year to year. (3B) *Offered even years, fall semester. Open to first-year students.*

**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; 1 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; 1 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; 1 previous history class at Beloit College.*

**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) *Prerequisite: consent of instructor.*

**HIST 383. Mexico and the United States (1).** This seminar on the history of Mexico and Mexico’s relationship with the United States since 1810 covers the revolutions for independence, the Texas war for independence, the Mexican-American War, Antonio Lopez de Santa Anna, Benito Juarez, Maximilian’s Mexico, Porfirio Diaz, Madero and Mexico’s 20th century revolution, U.S. intervention, and post-World War II U.S.-Mexican relations. *Offered occasionally.*

**HIST 384. World War II-Seminar (1).** The main perspective is from the United States, but seminar members are encouraged to write papers and discuss issues from the perspectives of the other main belligerents and significant neutrals. *Offered occasionally. Prerequisite: junior standing.*

**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 386. History and Culture (1).** This seminar will explore the concept of culture and its uses for historical study. Each week students will discuss a set of general readings about cultural practice and inquiry before proceeding to discussions of their original research projects. All research will center on the cultural history of an area with which the student has already become familiar through prior course work. *Offered occasionally. Prerequisite: junior standing.*

**HIST 390. Special Projects (.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

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*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 (listed in chapter 2) are: cognitive science, critical identity studies, environmental studies, health and society, interdisciplinary major: self-designed, and international relations.*

*Interdisciplinary minors (listed in chapter 3 unless otherwise noted) are: African studies, Asian studies, cognitive science (chapter 2), critical identity studies (chapter 2), environmental studies (chapter 2), European studies, health and society (chapter 2), interdisciplinary minor: self-designed (chapter 2), journalism, Latin American and Caribbean studies, law and justice, medieval studies, museum studies, and Russian studies.*

## **Interdisciplinary Major: Self-Designed (12-15 units)**

Students, in consultation with appropriate faculty members, may develop their own major. A self-designed major combines courses from various departments/programs and independent study projects into a cohesive curriculum of study.

Final approval of these majors rests with the Interdisciplinary Studies Committee. The committee 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.

A more detailed description of the steps necessary for declaring an interdisciplinary major is available from the Provost's Office and on the college's website.

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 chair of the 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.

### Interdisciplinary Minor: Self-Designed (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 Interdisciplinary Studies Committee. The committee 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.
  - f. A field of study that is more than an extension of the student's major.

### Additional requirements:

- No more than two-thirds of the units required for the minor may be taken in one department.
- No more than 4 units that count toward the minor may be in progress or completed prior to approval of the minor.
- No more than 3 courses from an institution other than Beloit College may count toward the minor.
- No more than 2 courses counting toward the minor may also count toward the student's major.
- One or more faculty member(s) must act as the advisor(s) for the minor.

### Description of Courses

*The following courses represent examples of interdisciplinary courses. Students should consult the current course schedule for the most current interdisciplinary offerings.*

**IDST 103. Cultural Approaches to Math (1).** (2A) See *Mathematics 103* for course description.

**IDST 125. A Multidisciplinary Approach to Consciousness (1).** Consciousness is "the most profound mystery facing modern biology" wrote Richard Dawkins. What is consciousness? Using experimental approaches from scientific and spiritual traditions, and applying disciplinary approaches from psychology, philosophy, religion, neuroscience, and biochemistry, the class will explore what it means to be conscious. Rather than accepting easy answers, the objective for the class is to apply both an interdisciplinary approach and the scientific method to investigate consciousness based on published literature, empirical findings, and testable theories. *Offered each spring semester. Prerequisite: A 100-level course in biology, chemistry, philosophy, religious studies, or psychology is recommended.*

**IDST 156. Science of Asian Sounds (1).** A theoretical, experimental, historical, and cultural study of musical instruments and music of Asia. The course involves laboratory examination of instruments, mathematical modeling of sound production and amplification, and readings in order to understand the context of the evolution and playing of the instruments. (4U)

**IDST 200. Your Major Meets the World: Planning for Study Abroad (.25)** 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 will explore these and other questions about study abroad. In the process, they will develop ideas for their own study abroad experiences and identify what they

need to do to further prepare. The resulting essays they write will become part of their study abroad applications. *Graded credit/no credit. Prerequisite: sophomore or junior standing and intention to study abroad in the following academic year.*

**IDST 201. Unpacking Study Abroad: Using Digital Storytelling for Reflection and Integration**

(.5). Research on study abroad learning outcomes indicates that the lessons of study abroad do not “take” without opportunities for reflection and meaning-making. Using writing exercises, analysis of text and images, and discussion, this course aims to allow returned study abroad students to learn from their experiences and convey these lessons to others, normally in digital films created during the course. The course begins with a three-day workshop and continues with five additional evening sessions. *Graded credit/no credit. Prerequisite: a study abroad experience.*

**IDST 202. Introduction to Entrepreneurship (1).**

This course focuses on the entrepreneurial process and its component parts. Through case studies, students explore the elements and skills required for successful venturing such as financing, planning, marketing, and negotiating. Course focuses on pragmatism and developing sound judgment within the context of ambiguous scenarios.

**IDST 207. Victorian Garbage: Disgust and Desire in British Literature and Culture (1).**

This course explores the significance of garbage in Victorian period literature and culture. What did it mean to be dirty—and clean—in a culture riven by changing notions of urban life and industrial labor, of gender and sexuality, of colony and metropolis, and of social class and economic value? In the words of one anthropologist, waste is “matter out of place”: it by definition challenges cultural, psychological, and conceptual boundaries. This course examines dirt both literally and metaphorically, turning to the actual detritus of London and to the fallen women and “human scum” that we encounter in literature by Charles Dickens and his peers. Along with the 19th-century novel, we will treat materials from a variety of other fields, including anthropology, psychoanalysis, the visual arts, architecture, urban planning, and public health. Although this course seeks to introduce English majors to the historical process of disciplinary formation, other majors may enroll with the consent of the instructor. (Also listed as English 301.) *Prerequisites: English 190, 195, and junior standing (for English credit); or approval of instructor (for interdisciplinary studies or critical identity studies credit).*

**IDST 217. Medieval European Civilization (1).** (3B)  
*See History 223 for course description.*

**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: Theatre, Dance and Media Studies 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 226. The Information Economy: Making Sense of It All (.5).**

Focus will be on the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning and scholarship. This course will build the foundation needed for successful interdisciplinary research and scholarship.

**IDST 228. Martin Luther King, Jr., and the Quest for Racial Justice (1).**

An examination of selected writings and speeches of Martin Luther King, Jr., along with related secondary materials dealing with his life and his place in the civil rights movement’s quest for racial justice. Interdisciplinary work will focus on philosophy, theology, history, sociology, ethics, politics, the media, and black experience expressed in literature, the arts, and religion. *Prerequisite: sophomore standing or consent of instructor.*

**IDST 233. Comparative Religious Ethics (1).** (5T)  
*See Religious Studies 221 for course description.*

**IDST 234. Civil Rights in Uncivil Societies (1).**  
Students explore the meanings of human rights, civil society, and justice/injustice as they have developed since the mid-19th century, comparing cases from North America with cases from other regions. Most cases relate to youth-related issues, including education and schooling, health and hygiene, criminal and juvenile justice, political activism, and welfare systems. Coursework addresses the means that dominant groups employ to incorporate, exclude, and/or civilize and control the less powerful, with special attention to race, ethnicity, gender, and class. Attention is given to how dominant groups enculturate their others, how members of subordinate groups understand the dominant culture and act from their own social position, and how all of these various actors interact with the State. Students research, discuss, and write about case materials in conjunction with explorations of theories drawn from several disciplines, including philosophy, political science, anthropology, and literature. Students engage in local internship/service experiences related to course materials. This will be a discussion-oriented course requiring short papers, participation in class activities, including field trip, class presentations, et al. (Also listed as Education and Youth Studies 234.)  
*Prerequisite: sophomore standing.*

**IDST 236. Liberal Education and Entrepreneurship (1).** An examination of research pertaining to student development and the impact of college with emphasis on the outcomes of liberal education. Relation of impact to skills and motives of the entrepreneur. Discussion of measures of preferred learning styles, motivation, and non-cognitive skills as associated with entrepreneurial orientation. Consideration of definition, role, and social significance of the entrepreneur. Students will be encouraged to consider entrepreneurship as a profession, but will not be taught to start new ventures.

**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 242. The English Language (1).** This course investigates the origins and development of the

English language. We begin with a brief introduction to language in general. Then, to describe spoken sounds, we learn the International Phonetic Alphabet. Next, we study the sounds and spelling of English, development of written languages, and the relation between spoken and written language. This work readies us to trace the history of English from its Indo-European roots through development from Old to Middle to Modern English. We also study the development and use of dictionaries and grammars, and semantic innovation—word coinage. And we sample research in linguistics and sociolinguistics, attending particularly to linguistic differences among English speakers: between African-American and white American speakers, e.g., and between masculine and feminine speakers. Throughout, we take semantic and syntactic evolution as a window on socio-cultural process. *Prerequisite: at least one year of learning a non-native language.*

**IDST 249. Central Asia: A Sense of Region (1).**  
Between the Caspian Sea and the region of Lake Baikal, Central (Inner) Asia is a region of millions of square miles, inhabited by non-Slavic and non-Chinese peoples—Azeri, Kazakh, Kirghiz, Mongol, Tajik, Tibetan, Turkmen, Uighur, Uzbek, et al. Although their number is close to 100 million, we know little of their way of life and their societies, and even less of their histories and their aspirations. They are now resuming the course of their independent development, after being dominated—directly or indirectly—by the neighboring empires of Russia and China, among others. This interdisciplinary lecture-discussion course emphasizes the region's environment, which had the primary effect on the inhabitants' way of life, their history, and their marginalization in the modern era. Parts of the region are still described as belonging to "the Third World," while others are making promising moves toward modernization. Beyond a strategic location and an abundance of natural resources, Central Asia is rich in tradition. It was the center of history's largest land empire. It more than once exerted epoch-making historical influence on its neighbors (including Europe), and survival techniques of its peoples—from simple items such as use of the stirrup and dehydrated food to such practices as diplomatic immunity and parliamentary representation—became components of our modern life. (Also listed as History 249.) *Offered biennially.*

**IDST 255. East/Central Europe: A Sense of Place (1).**  
This is an interdisciplinary lecture-discussion course, surveying past and present realities that prevail in the geographical center of Europe, i.e. the lands inhabited primarily by Poles, Czechs, Slovaks, and Hungarians. Looking first at the environment, which had much to do with the markedly diverse peopling of the region, the course presents Central Europe's earliest viable

nation-states—Poland, Bohemia, and Hungary—and their promising development within Christian Europe. The impact of geography on national life is demonstrated, as the region became the object of expansionist desire to the surrounding empires: Ottoman, Habsburg, Romanov. As “the shatter-belt” between hostile alliances, Central Europe was forced to miss all or most of such crucial stages in European history as rational Enlightenment or a democracy-building Industrial Revolution. Owing in large part to shortsighted and tradition-bound leadership, the region’s peoples were easy prey to false ideologies, leading them into some of history’s most destructive wars and subjecting them to decades of spirit-killing oppression. Subsequent to the liberating year of 1989, Poles, Czechs, Hungarians, and Slovaks are now in the midst of “nation-building”—along with their Balkan and Eastern European neighbors. It is a promising and confusing period. This course attempts to provide guidance for the region’s future course by presenting those aspects of its past that shaped the feeling, thinking, and behavior of its peoples. (Also listed as History 255.) *Offered biennially.*

**IDST 259. Dinosaurs and Their Lost World (1).** An interdisciplinary investigation of dinosaurs and the world they occupied. The course explores current controversies involving dinosaurs, including debates about extinction, physiology (warm- vs. cold-blooded), parental care, and museum reconstructions and restorations. Dinosaur culture is studied in a variety of disciplines, such as literature, film, pictorial arts, economics, and child psychology. Interpretations of dinosaurs and their world provide an introduction to science as a human activity, an activity shaped by the social and cultural contexts of the interpreters.

**IDST 260. Critical Philosophy of Race (1).** (5T) *See Philosophy 260 for course description.*

**IDST 265. Nicaragua in Transition: Health and Microcredit (1).** Currently, Nicaragua is the second poorest country in Latin America. Numerous natural disasters (earthquakes, volcanic eruptions, and hurricanes) along with political strife conspire to economically suppress most Nicaraguans. Many Nicaraguan families must make a living on less than two dollars per day. Impoverished Nicaraguans lack food, shelter, and access to clean water and waste removal. Therefore, since economically disadvantaged people are often unhealthy people, poverty is a pathogen. What can be done to provide more resources for impoverished people and make them healthier? What can be done to improve the environment of economically disadvantaged Nicaraguans and make them healthier? For the past 25 years, more than 250 institutions using micro-credit programs based upon the Grameen methodology have provided small loans to the poor. These small

loans support personal initiative and enterprise, allowing individuals, families, and communities greater access to resources and help break the cycle of poverty. *Graded credit/no credit. Prerequisite: consent of instructor.*

**IDST 272. The Balkans: A Sense of Region (1).**

Forming a southeast appendage to the larger continental extension known as Europe, the Balkans is a region of about 320,000 square miles, inhabited by some 90 million people. Its relatively modest size notwithstanding, the region and its peoples have played a role of considerable importance in history. Classical Greece and Rome claimed it as a valued part of their empires, and Byzantium considered it a constituent as well as a potential threat to its dominance. Its earliest inhabitants—Illyrians, Wlachs, Dacians, et al.—left only faint traces of their presence, as they became outnumbered by South Slavs. Once the zone of lively commerce between Europe and the Orient, the Balkans lost out to the Atlantic explorer-traders, and its nascent cultures were nipped in the bud by centuries of armed struggle against Islamic invasion. The region became most marginalized in the modern era, as the decline of Ottoman rule was combined with the occasional involvement of other powers. The region’s strategic location, combined with a glaring failure to quell sharply conflicting ethnic aspirations, made the Balkans the spark of recurring conflicts and the site of brutal confrontations. Today, the Balkans is relatively quiet, even if a number of thorny issues (Cyprus, Macedonia, Transylvania, et al.) await solution, and the civilizational struggle for the allegiance of its peoples is far from over. (Also listed as HIST 272.) *Offered biennially.*

**IDST 286. Entrepreneurship and the Arts**

**(1).** Principles of entrepreneurship and small business formation and management designed to appeal especially to needs of students in the visual and performing arts, creative writing, and communications. Emphasis is upon the role of improvisation in the art of business venturing in comparison to its role in artistic and creative production. Attention is given to the structure and institutions of business pertaining to the various creative arts. Coverage includes opportunity finding/creation, goal-setting, resource acquisition, financial record-keeping, and marketing, all as motivated by issues of artistic creation. (2A) *Prerequisite: open to non-first-year students having declared or intended majors in the creative arts, including communications. Not recommended for students who have completed Economics 207.*

**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. Cities in Transition courses are offered in China, Ecuador, Russia, and Senegal. As well, a Cities in Transition course with a focus on health is taught in Beloit and Nicaragua every other spring.*

**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 Liberal Arts in Practice Center 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 313. The Life and Planning Workshop (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 in 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 will be open to any junior or senior. *Prerequisite: junior or senior standing required.*

**IDST 318. Living and Dying in Global Traditions**

**(1).** In our civilization, issues of life and death are fundamentally bound to the deepest questions of what it is to be human. This interdisciplinary global engagement seminar will examine the phenomena of living and dying through a comparison of rituals encountered in African traditional religions with those that engage followers of two traditions with deep roots in the African continent—Islam and Christianity. In the process, the course will provide students with an opportunity to create frameworks to deal with loss and grief in their own lives. *Prerequisite: 1 religious studies course, or Sociology 275, or Anthropology 262 and junior standing, or consent of instructor.*

**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 380. Dance Kinesiology (1).**

This course will include a basic introduction to human anatomy and kinesiology, specifically as applied to dance. Students will learn the bones of the body, the muscles, their attachments and their actions. The course will also take a broad look at the theory and practice of a wide variety of Somatics (approaches to improving the use of the body in movement). Students will increase their awareness and knowledge of their bodies and their own individual movement patterns. *Offered odd years, spring semester. Prerequisite: previous dance experience.*

**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.*

For other interdisciplinary course offerings, see also:

- African Studies (AFST)
- Asian Studies (ANST)
- Cognitive Science (COGS)
- Critical Identity Studies (CRIS)
- Environmental Studies (ENVS)
- Health and Society (HEAL)
- Journalism (JOUR)
- Museum Studies (MUST)
- Russian Studies (RUST)

# International Relations

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*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.*

## Faculty

ANDRÁS BOROS-KAZAI

BETH DOUGHERTY, chair

RACHEL ELLETT

JOHN RAPP

PABLO TORAL, chair (fall 2017)

## 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, 235, 236, 237, 240, 241, 246, 247, 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; Religious Studies 101, 221.

*\*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.

# Mathematics

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*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.*

## Faculty

BRUCE ATWOOD

PAUL CAMPBELL

DARRAH CHAVEY

DAVID ELLIS

STEVEN HUSS-LEDERMAN, chair

ERIN MUNRO KRULL

RANJAN ROY, chair (fall 2017)

## Advanced Placement and Credit

Supplemental to the college's general policies for advanced placement and credit (*see chapter 5*), the department of mathematics and computer science may grant additional advanced placement (*based on advising by faculty*).

A student will receive 1 unit of college credit for a score of 4 or 5 on the College Entrance Examination Board's (CEEB) Advanced Placement AB exam, or 2 units for the BC exam and AB subscore, but he/she will not receive credit for MATH 110 or 115. However, a student who has received a score of 4 or 5 on the AB and/or BC exam(s) may (with permission of the mathematics chair or instructor) take courses requiring MATH 110 and/or MATH 115 as prerequisites, provided that the student has studied the necessary additional topics not covered by the Advanced Placement exam(s).

## Mathematics Major

(12 units)

1. Nine departmental units (at level 110 or higher) including:
  - a. Mathematics 215 and 240.
  - b. Two units of mathematics courses numbered between 300 and 380, inclusive.
  - c. Mathematics 385 (.5) (capstone course).
  - d. Four and one-half additional units of mathematics electives at level 110 or higher.

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, German, Japanese, or Russian.
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, 215, 230, 240, 300, 310 and 385, and other courses as designated by the instructor.

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.

5. Mathematics majors are encouraged to attend Mathematics Colloquium regularly each semester in which they are in residence in their junior and senior years.

## Mathematics Minor

(6 units)

1. Six departmental units:
  - a. Mathematics 110 or 113, 115, 175.

- b. Three mathematics courses at level 190 or above. At least 1 of these units should be chosen from 215 or 240.

## Description of Courses

### **MATH 100. Introduction to Mathematical Thinking**

(1). This course aims to give non-mathematics majors a sense of the importance of mathematics in human thought and an appreciation of the beauty and vitality of present-day mathematics. Material varies. Sample topics include combinatorial puzzles, number theory, tilings, networks, symmetries, map coloring, knots and surfaces, alternative number systems, and infinite sets. (1S) *Offered occasionally. Prerequisite: not open to students who have taken a mathematics course numbered 110 or higher or who have Advanced Placement credit for calculus.*

### **MATH 103. Cultural Approaches to Mathematics**

(1). What we think of as “mathematical” ideas may be viewed by other cultures within the contexts of art, navigation, religion, record-keeping, games, or kin relationships. This course treats mathematical ideas investigated by cultures such as North and South American Indians, Africans, and various peoples of the Pacific Islands, and analyzes them through Western mathematics (developed in Europe, the Middle East, and India). The course helps the student understand what mathematics is, both to Western culture and to other cultures, and how cultural factors influenced the development of modern mathematics. (Also listed as Interdisciplinary Studies 103.) (2A) *Offered once per year.*

**MATH 104. Finite Mathematics (1).** An introduction to finite methods in mathematics: probability, graphs, linear programming, game theory, and patterns. The course emphasizes ways in which these methods can be used to build mathematical models applicable to the social and biological sciences. *Offered occasionally. Prerequisite: 3 years of high school mathematics.*

### **MATH 106. Introduction to Statistical Concepts**

(1). Introductory probability and statistics with illustrations from the behavioral, social, and natural sciences. Descriptive statistics, elementary probability, hypothesis testing, analysis of variance, contingency tables, linear regression and correlation, nonparametric tests. *Offered each semester. Prerequisite: facility in high school algebra. Not open to students who have completed or are taking Mathematics 205, Anthropology 240, or Psychology 161.*

**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. Not open to students who have taken Mathematics 113.*

### **MATH 113. Calculus as Applied Mathematics (1).**

Limits and continuity. Derivatives and integrals of the elementary functions and the basic theorems of calculus; concepts, methods, and theorems illustrated by examples from biology, chemistry, geology, physics, and economics. Some use of Mathematica or Matlab in numerical and symbolic calculations. At least one project dealing with modeling. (1S) *Offered once a year. Prerequisite: Precalculus or four years of high school mathematics, including trigonometry and algebra. Not open to students who have taken Mathematics 110.*

### **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 or 113.*

### **MATH 117. Calculus Colloquium (.25).**

Presentations by faculty, participants, and occasional guest speakers on a variety of topics related to calculus and its applications to other disciplines. *Graded credit/no credit. Offered each fall. Prerequisite: concurrent enrollment in a mathematics course numbered 110 or higher or Advanced Placement credit for calculus.*

### **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 and Mathematics 110 or 113.*

### **MATH 175. 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; some computer programming experience is desirable.*

### **MATH 190. 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 200. Combinatorics and Graph Theory**

(1). Combinatorial counting principles, generating functions and recurrence relations, introduction to

graph theory, graph-theoretic algorithms, and their implementation. Applications to operations research, computer science, and social science. *Offered odd years. Prerequisite: Mathematics 115.*

**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 208. Chaotic Dynamical Systems (1).** An introduction to the mathematical theory of dynamical systems, with special attention to systems exhibiting chaotic behavior. One-dimensional dynamics: fixed points, periodic orbits, chaotic orbits, and the transition to chaos. Two-dimensional dynamics: fractal images, Julia sets, and the Mandelbrot set. Includes computer experiments with chaotic systems; applications. *Offered odd years, spring semester. Prerequisite: Mathematics 115.*

**MATH 215. 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 175.*

**MATH 230. Topics in Geometry (1).** Topics chosen to illustrate modern approaches to geometry. May be repeated for credit if topic is different, with the approval of the department. *Offered occasionally. Prerequisite: Mathematics 175, or other courses depending on the topic.*

**MATH 240. 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 175 or 208.*

**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 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: 1 unit of computer science and 2 mathematics courses numbered 175 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 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 175 or 208.*

**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 175.*

**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 frequently. Prerequisite: varies with topic.*

**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 175, junior standing.*

**MATH 390. Special Projects (.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.

# Modern Languages and Literatures

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*The department prepares its students to thrive in a diverse world through the study of one or more languages (Chinese, French, German, Japanese, Russian, 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.*

## Faculty

MICHELLE BUMATAY

GABRIELA CERGHEDEAN

KORNELIA ENGELSMA

SUSAN FURUKAWA

JENNIFER GRAY

SYLVIA LÓPEZ

EDWARD MUSTON

AKIKO OGINO

OLGA OGURTSOVA

DONNA OLIVER

XIAOYI SUN

AMY TIBBITTS, chair

OSWALDO VOYSEST

DANIEL YOUND

## Fields of Concentration (Majors)

Seven different majors are offered by the department: Chinese language and culture, French, German, Japanese language and culture, modern languages, Russian, and Spanish.

In addition to the languages specified above, course work also is regularly offered in Hungarian. For information on courses in English as a Second Language (ESL), see chapter 4. Students needing to begin instruction at one of the 100-level courses must complete the 100-level sequence before taking any 200- or 300-level courses. Students needing to begin with French 100, Spanish 100, or a 100-level course of their principal language in the modern languages

major shall construct a program in consultation with their major advisor, making sure to take those specific courses designated in the description of the major. In no case will a student be required to take more than 11 units in the department, or more than a total of 15 units for the major.

1. The rule requiring special permission for election ahead of classification is waived for students taking language courses.
2. Skills acquired independently in foreign languages are evaluated by the department, and placement is assigned accordingly. The department grants credit by examination only for those literature courses offered by the department on the Beloit campus. Credit also may be granted to incoming students for a score of 4 or 5 in the Educational Testing Service advanced placement test.
3. Students certifying to teach a foreign language must earn at least 8.5 units in their major language.
4. Normally, at least 5 of the language units counted toward the major must be taken at Beloit College. Exceptions must be approved by the department chair in consultation with the respective language program.
5. Majors in the department of modern languages and literature are encouraged to take advantage of Beloit College's numerous opportunities for study abroad. (*See chapter 4 for a complete list of programs.*) Majors going abroad must check with their language advisor before registering for courses abroad to find out which credits will count in the department.
6. We encourage additional types of experiential learning while abroad, such as volunteering in a local agency or organization, tutoring in after-school programs, and interning with a local company or organization.
7. 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. Since we often focus on the writing process—prewriting, writing, and rewriting—we are confident that the problem solving skills associated with this process will transfer to courses outside of our department.

## Departmental Honors

In order to receive departmental honors in the department of modern languages and literatures, a student must be invited by a member of the faculty to complete a scholarly project in the senior year (1 unit of Special Project 390). Issued in the fall at the discretion of individual faculty members and approved by the department, invitations are based, among other considerations, on consistent excellence of coursework within the major. Students must have a grade point average of 3.6 within the department at the time of invitation. Additionally, to be awarded departmental honors, a student must complete his or her scholarly project to the satisfaction of the sponsoring faculty member and an additional faculty reader.

## Minors

(6 units)

Five different language minors are offered by the department: Chinese, French, Japanese, Russian, and Spanish.

1. Six departmental units in one of the following languages: French or Spanish at the 110 level or above; or Chinese, German, Japanese, or Russian 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 towards 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.

## German Studies Minor

(6 units)

1. Students must complete six units of German-themed coursework. At least four of these units must be taken in the department of modern languages and literatures; the remaining units may be taken in other departments or abroad following approval by the advisor for the German studies minor.

## Chinese Language and Culture Major

(12.5 units)

1. Nine departmental units:
  - a. Six units of Chinese language (above 100): Chinese 105, 110, 115, 200, 205, 220.
  - b. One unit of Classical Chinese: 230.
  - c. Two units of Asian literature or culture: Chinese 250, 255, 260, or 280. A student may fulfill 1 of these credits with a Japanese literature or culture course: Japanese 240, 260, or 280.
2. Three supporting courses:
  - a. One unit of introductory Chinese history: History 210.
  - b. Two other supporting courses, 1 of which must be chosen from the following group of courses that focus on China: Anthropology 375\*; Art History 130, 285\*; Comparative Literature 230\*; Economics 206; History 150\*, 210\*, 310\*; Interdisciplinary Studies 249, 288\*; Philosophy 250; Political Science 236, 240, 241, 295\*; or any one-time offering or topics course that deals primarily with China.

*\*If China is covered.*

- c. One of the supporting courses may be chosen from the following group of courses that focus on East Asia: Anthropology 375\*; Asian Studies 242; Art History 130, 235, 285\*; Comparative Literature 230\*; History 150\*, 210\*, 310\*, Religious Studies 200\*, 240\*; Political Science 235, 295\*, 330\*, 386\*; or any one-time offering or topics course that deals primarily with East Asia.

*\*If East Asia is covered.*

**Note:** Students are strongly encouraged to take at least 1 supporting course that deals primarily with modern China. Courses taken in a study abroad program may substitute for required courses, with the approval of the advisor.

3. Asian Studies 351 (.5 unit).
4. Majors are strongly encouraged to spend at least one semester abroad in China at either of our partner institutions—Henan University or Shandong University.
5. Students may apply credit earned through Beloit College's Center for Language Studies toward the major.
6. Native speakers of Chinese may not major in Chinese; however, they may receive credit as teaching assistants.

7. Writing/Communication: *See item 7 under Fields of Concentration.*

## French Major

(13 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 15 units total.

1. Nine departmental units (200-level and above):
  - a. French 210, 215, and 380.
  - b. One unit of French literature numbered 240 or above.
  - c. Five elective units in French.
2. Supporting courses (4 units). Choose one of the three options available:
  - a. Four courses chosen from appropriate offerings in art history or history; English/Comparative Literature 190; Philosophy 110, 200, 205, 280; Political Science 280 or 285. A course in German, Russian, 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. The student 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 term 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 expected to live at least one semester in the French House.
5. Writing/communication: *See item 7 under Fields of Concentration.*

## 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: 240, 260, or 280. A student may fulfill 1 of these credits with a Chinese

literature or culture course: Chinese 250, 255, 260, 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 130, 235, 285\*; Comparative Literature 230\*; History 150\*, 210\*, 310\*, 386\*; Interdisciplinary Studies 288\*; Political Science 235\*, 236, 295\*; Religious Studies 200\*, 240\*, 250\*; or any one-time offering or topics course that deals primarily with Japan.

*\*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\*; Asian Studies 242; Art History 285\*; Comparative Literature 230\*; Economics 206; History 150\*, 210\*, 294\*, 310\*; Philosophy 250; Political Science 240, 241, 295\*, 330\*, 386\*; Religious Studies 200\*, 240\*, 250\*; or any one-time offering or topics course that deals primarily with East Asia.

*\*If East Asia is covered.*

- d. Double majors are encouraged, and in such cases required courses in other majors that have Japan 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: *See item 7 under Fields of Concentration.*

## Modern Languages Major

(12 units)

The modern languages major is designed for students who are language-oriented. It is in line with the college's policy of liberal arts in practice and is highly desirable for students interested in international communications. For this major, a student draws up a comprehensive plan of studies that will include specific academic goals. The plan must be submitted to the department of modern languages and literatures for approval and be officially accepted before the student may declare the major.

*Students who begin their study of the principal language at the 100-level will construct a major program in consultation with their advisor; this program will not exceed 11 units in the department nor more than 15 units total.*

1. Eleven departmental units:
  - a. Six units from either French, German, or Spanish at the 200-level or above; or Chinese, Japanese, and Russian from 110 or above. Courses must be taught in the principal language and must include:
    - i. One unit of civilization/culture.
    - ii. One unit of advanced composition or stylistics.
    - iii. One unit of literature.
  - b. Five units in no more than two modern foreign languages other than the one chosen under 1.a., above.
  - c. Exceptions to the above must be approved by the department.
2. Supporting course (1 unit):
3. One relevant non-departmental course chosen in consultation with the advisor.
4. Students may count toward the modern languages major no more than 2 units of a language not regularly taught at Beloit.
5. The modern languages major normally spends at least a semester in a country in which his or her primary foreign language is spoken. The student should have, whenever possible, similar experience of the other languages and peoples included in the plan. This may be accomplished by studying abroad for a semester or academic

year, by working abroad on a field term, or by private travel and work abroad during vacation terms. With the consent of the advisor, some courses completed abroad may be used toward the major.

6. Majors are highly encouraged to live at least one semester in a relevant language house.
7. Writing/communication: *See item 7 under Fields of Concentration.*

## Russian Major

(13 units)

1. Nine departmental units (above 105):
  - a. One unit taken from each of the following groupings:
    - i. Russian 210, 215.
    - ii. Russian 250, 255, 260 or Russian Studies 250.
    - iii. Russian 220, 310, 315.
  - b. Russian 360.
  - c. Five elective units in Russian.
2. Supporting courses (4 units). Choose one of the three options available:
  - a. Students may select any 4 units from the following courses: English/Comparative Literature 190, 261; Economics 209; History 200, 205; Political Science 160, 240; Russian Studies 250, 270.
  - b. Students with double majors may use required courses in the other majors to count as supporting courses toward a major in Russian.
  - c. The student 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 or academic year in Russia on Beloit College's program in Moscow. With the consent of the advisor, some courses completed abroad may be used toward the major.
4. Majors are encouraged to live at least one semester in the Russian House.
5. Writing/communication: *See item 7 under Fields of Concentration.*

## Spanish 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 11 units within the department nor more than 15 units total.*

1. Nine departmental units (above 110):
  - a. Spanish 210 or 214, 215, 240.
  - b. One unit (working language) from Health and Society/Spanish 218, Spanish 250, Interdisciplinary Studies 288.
  - c. Two units (contemporary cultures and literatures) from 230, 270, 282, 285, 295.
  - d. Two units (foundational texts) from Spanish 290, 320, 370, 375.
  - e. One elective unit in Spanish. (Experiential learning for credit is strongly encouraged.)
2. Supporting courses (4 units). Choose one of the three options available:
  - a. Choose 4 courses from English/Comparative Literature 190, 261; History 283, 383; Political Science 272, 273. An elementary knowledge of Latin is desirable.
  - 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 spend at least one semester abroad on Beloit's Quito, Ecuador, program. With the 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: *See item 7 under Fields of Concentration.*

## Description of Courses

### Chinese

#### **CHIN 100, 105. First-Year Chinese I, II (1 each).**

These beginning courses offer 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 each year. Prerequisite: Chinese 100 is required for Chinese 105.*

#### **CHIN 103. Introduction to Chinese Language and Culture (.5).**

Open to students with no Chinese language background, this course introduces some basic elements of Chinese such as its dialectal systems, the history and methods of its writing form, the pictographic signs related to myth and legends of cultural origins, and some basic grammatical patterns of Mandarin. The course also teaches basic vocabulary of everyday communication and Chinese character-writing. May be repeated for credit if topic is different. Taught in English.

#### **CHIN 110, 115. Second-Year Chinese I, II (1 each).**

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 each year. Prerequisite: Chinese 105 or equivalent is required for Chinese 110, which is the prerequisite for Chinese 115.*

#### **CHIN 200, 205. Third-Year Chinese I, II (1 each).**

Continuing the combined written, aural, oral, and culture components, these third-year courses guide students through selected readings in contemporary literature and newspapers, in both traditional and simplified characters. Conducted mainly in Chinese, these courses stress vocabulary expansion in both speaking and writing. (1S) *Prerequisite: Chinese 115 or consent of instructor is required for Chinese 200, which is the prerequisite for Chinese 205.*

#### **CHIN 220. Advanced Readings in Modern Chinese (1).**

With selected review of grammar and development of vocabulary, this course develops fluency of expression through reading, writing, and speaking Chinese. The readings are unedited originals from contemporary Chinese literature and expository prose. May be repeated for credit if topic is different. Taught in Chinese. (1S) *Prerequisite: Chinese 205 or consent of instructor.*

#### **CHIN 230. Readings in Classical Chinese (1).**

This introduction to the classical Chinese language is intended for students who have already completed two years of study of modern Chinese. It aims to provide students with a systematic knowledge of the grammar and vocabulary of the classical language. The focus is on reading and translating narrative and philosophical texts for the Spring and Autumn, Warring States and Han periods. Selections are drawn from Liezi, Lunyu, Mengzi, and Shiji among other works. Taught both in

English and modern Chinese. *Prerequisite: Chinese 115 or consent of instructor.*

**CHIN 250. Masterpieces of Chinese Literature I: pre-Qin to Tang (1).** This course provides students with an introduction to Chinese literature from circa 1000 B.C.E. to the end of the Tang dynasty (907 C.E.). Readings are drawn from a wide range of genres, including myth, philosophical argument, history, biography, letters, and essays. Special attention is paid to the development of the poetic tradition from the Shi Jing (classic of poetry) to the shi (regulated verse) of the Tang. Taught in English. (5T)

**CHIN 255. Masterpieces of Chinese Literature II: Song to the Present (1).** This course is a continuation of Chinese 250. We follow the development of the poetic tradition after Tang, reading representative works in the ci (lyric) and qu (aria) forms. We also chart the rise of vernacular narrative and the drama. Our survey of modern Chinese fiction and poetry (post 1890) assesses the impact of Western models and the persistence of traditional themes and attitudes. Taught in English. (5T)

**CHIN 260. Selected Topics in Chinese Civilization (in translation) (1).** A seminar course involving study of selected topics in Chinese civilization. Topics may focus on a particular theme, such as an introduction to traditional Chinese culture, examination of a period, foreign influence on Chinese society, intersections of culture and society, Chinese cinema, arts and calligraphy. May be repeated for credit if topic is different. Taught in English.

**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)

## French

*Note: All courses are conducted in French.*

**FREN 100, 105. Elementary French I, II (1 each).** 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.*

**FREN 110. Intermediate French (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 and texts on contemporary issues. The course also includes a thorough review of French grammar and extensive oral work using CDs and computer support. (1S) *Prerequisite: French 105 or equivalent.*

**FREN 210. French Conversation and Composition (1).** Speaking, reading, and writing French with a view to developing fluency in expression. Required of all majors. (1S) *Prerequisite: French 110 or equivalent.*

**FREN 215. Advanced French Language and Composition (1).** This course covers complex grammar points, oral expression, and vocabulary building. It particularly emphasizes written expression through structured writing assignments, including culture reviews, essays, letters, and stories. Cultural materials include films and longer texts including novels. Required of all majors. (1S) *Prerequisite: French 210 or equivalent.*

**FREN 220. French and Francophone Civilizations (1).** The reading of a variety of texts based on the culture and the life of France and the Francophone world. Discussion of current events to develop oral expression. Required of all teaching majors. (5T) *Prerequisite: French 210 or 215 or consent of instructor.*

**FREN 240. Character of French Literature (1).** An introduction to French literature that presumes no previous preparation in French literature. Works are selected for all periods except the Medieval. An attempt is made to define the three major genres. Comparison and contrast of themes and literary devices. Versification and literary terminology. (5T) *Prerequisite: French 215 or consent of instructor.*

**FREN 280. Caribbean Literature in French (1).** Reading some of the most acclaimed literary works and critical essays written by French Caribbean writers from Négritude to Créolité, we will focus on the themes, motifs, symbols, and other literary devices used to articulate their reflections, dilemmas, perplexities, and choices. The literary production of French Caribbean intellectuals has revealed an original poetics and a political consciousness, both challenging the French literary traditions and revising French history. Some of the themes include (neo) colonialism, hybridity, identity, authenticity, (re) writing “Caribbeanness.” (5T) *Prerequisite: French 240 or consent of instructor.*

**FREN 285. The Francophone Novel (1).** This course explores the development of the Francophone novel in a variety of post-colonial contexts worldwide. These include the Caribbean, the Maghreb, Quebec, and Sub-Saharan Africa. An emphasis will be placed on innovative narrative techniques and on the cultural, economic, political, and social contexts of writing in

former French colonies. (5T) *Prerequisite: French 240 or consent of instructor.*

**FREN 290. The French Novel and the Cinema (1).** Analysis of several novels and screenplays of different periods, from *La Bête humaine* to *Hiroshima mon amour*, in comparison with their filmed versions in order to examine various modes of interpretation in two media. (5T) *Prerequisite: French 240 or consent of instructor.*

**FREN 295. The Rational and Irrational in Contemporary French Literature (1).** French literature since 1900, with emphasis on the reaction in poetry, prose, and theatre against traditional logic and reason, including Bergson, l'esprit nouveau, Dada, André Breton and Surrealism, and contemporary absurdists. (5T) *Prerequisite: French 240 or consent of instructor.*

**FREN 360. French Literary Studies (1).** Special areas of literature based on the particular interests and background of the instructor. Topics may focus on a single author or literary work, literary theories, or on a particular theme. May be repeated for credit if topic is different. (5T) *Prerequisite: French 240 or consent of the instructor.*

**FREN 380. Seminar (1).** Reports on special topics in French culture, literature, and literary criticism. Required of all majors. (CP) *Prerequisite: French 240, or consent of instructor.*

### German

**Note:** *Unless otherwise stated, all 200- and 300-level classes are conducted in German. Beginning with German 250, a more advanced level of capability is assumed. Most courses require papers in German.*

**GERM 100. German in Everyday Life I (1).** An introduction to the German language and its use in everyday life. Highly communicative classroom work facilitates acquisition of key language skills, such as speaking, listening, reading, and writing. All coursework fosters cultural competency by drawing on cross-cultural comparison to build knowledge of contemporary Germany. (1S) *Offered each fall.*

**GERM 105. German in Everyday Life II (1)** Completion of the introduction to German begun in GERM 100. By focusing on structures and vocabulary needed to negotiate every day interactions successfully, such as making friends, talking about hobbies, shopping, and university study, course work encourages students to reflect on their own identities through the lens of German culture. (1S) *Offered each spring. Prerequisite: German 100 or equivalent.*

**GERM 110. Intermediate German I: What is German? (1)** A wide selection of cultural content introduces students to the way regional differences

affect German identity. German grammar is reviewed broadly with particular emphasis on recognizing and utilizing different registers of spoken and written German. Students develop competency reading, discussing, and writing about newspaper articles, television interviews, blogs, and personal essays. (1S) *Offered each fall. Prerequisite: German 105 or equivalent.*

**GERM 210. Intermediate German II: Contemporary German Cultures (1)** This writing intensive course builds competency in reading and composing sophisticated German texts. Through the study of Germanic cultures beyond Germany and the role of migration within German-speaking countries, students explore the nuances of contemporary German cultures. A wide range of written work (letters, editorials, blogs, reviews, essays) builds on classroom discussions, debates, and presentations. (1S) *Offered each spring. Prerequisite: German 110 or equivalent.*

**GERM 218 Advanced German Texts and Contexts: German Youth Cultures (1)** This course uses discussion of diverse cultural products—novels, music, film, essays, websites—around the theme of German youth culture to refine all aspects of German language use. Classroom work and assignments focus on developing close reading skills, enhancing presentational and interpersonal communication skills. Students gain an understanding of youth culture's global reach as well as its local transformations. (5T) *Prerequisite: German 210, equivalent, or consent of instructor.*

**GERM 220: Topics in German Culture (1)** An advanced course in German with a rotating focus on a particular literary genre (drama, novel, autobiography), medium, or broad theme. Possible topics include Germans in love, the idea of nature in German Romanticism and environmentalism, post-1945 literature, and migration and exile. Students returning from study abroad will be expected to draw on their experiences for course work. May be repeated for credit if topic is different. (5T) *Prerequisite: German 210 or equivalent or consent of instructor; German 218 recommended.*

**GERM 250. German Studies (1).** Topic varies from term to term. Possible topics include: minority voices in contemporary German literature, German film, sport and body culture, transnational Germany, Berlin vs. Vienna, Kafka and the Kafkaesque, Critical theory and the Frankfurt School, as well as various comparative studies of German literature and culture. May be taught in English or German. (5T)

*There also are opportunities for students to take German courses at the University of Wisconsin-Madison.*

## Hungarian

**HUNG 100. Elementary Hungarian I (1).** Essentials of Hungarian grammar, composition, conversation, and oral practice. Appropriate readings from Hungarian writers. (1S) *Offered each spring.*

## Japanese

**JAPN 100, 105. First-Year Japanese I, II (1 each).** 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 110, 115. Second-Year Japanese I, II (1 each).** 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.*

**JAPN 200, 205. Third-Year Japanese I, II (1 each).** 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.*

**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, audiotapes, videos, and Internet resources are used. The course is conducted almost exclusively in Japanese. *Prerequisite: Japanese 205.*

**JAPN 220. Readings in Japanese Civilization (1).** A seminar course involving an examination of significant aspects of past and contemporary Japanese society and culture, with an aim of increasing fluency in reading and providing opportunity for hearing and speaking Japanese. Students read authentic Japanese language materials; study relevant Japanese language websites and videos; and write papers and give presentations in Japanese. May be repeated for credit if topic is different. (1S) *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. *Prerequisite: Japanese 205.*

**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. *Prerequisite: Japanese 205.*

**JAPN 240. Introduction to Japanese Literature (1).** This course surveys Japanese literature from ancient to modern times, covering various genres such as diaries, essays, poetry, and fiction. Organized chronologically, the readings offer students the opportunity to see how literary concepts established in ancient periods undergo transformations through the ages while maintaining their basic tenets—those of the “Japanese mind.” Taught in English. (5T)

**JAPN 260. Selected Topics in Japanese Literature (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 280. Japanese Popular Culture and Literature (1).** Dealing with popular Japanese media—manga (comics), popular novels, film, and animation—this course offers a critical examination of how they are reflected in Japanese culture through time. To approach these popular forms of expression, various theoretical readings will be assigned for discussion. Since manga and animation are very popular not only in Japan but also in the United States and elsewhere, studying these media is important to understanding an increasingly global youth culture. Taught in English. (5T)

## Russian

**RUSS 100, 105. Elementary Russian I, II (1 each).** Essential Russian grammar. Oral practice and composition. Four hours of classroom instruction. Two additional hours of independent practice in the laboratory are required weekly. Students are graded, in part, on their command of the oral use of Russian. (1S) *Offered each year.*

**RUSS 110, 115. Intermediate Russian I, II (1 each).** Review of grammar. Composition and conversation. Rapid reading with oral practice. Readings in modern prose. (1S) *Offered each year. Prerequisite: Russian 105 or equivalent.*

**RUSS 210. Russian Conversation and Composition I (1).** Speaking, reading, and writing Russian with a view to developing fluency in expression. Conducted in Russian. (1S) *Offered each fall. Prerequisite: Russian 110 or equivalent.*

**RUSS 215. Russian Conversation and Composition II (1).** Speaking, reading, and writing Russian with a view to further developing fluency in expression. Conducted in Russian. (1S) *Offered each spring. Prerequisite: Russian 210 or equivalent.*

**RUSS 220. Readings in Russian Civilization (1).** An examination of significant aspects of past and contemporary Russian society and culture, with an aim of increasing fluency in reading and providing opportunity for hearing and speaking Russian. (5T) *Prerequisite: Russian 210 or equivalent or consent of instructor.*

**RUSS 250. 19th-Century Russian Literature (in translation) (1).** An examination of the development of 19th-century Russian literature as it moved away from its adherence to the essentially Western models of the Neo-Classical and Romantic periods toward the so-called “Golden Age” of Russian realism. In the 19th century, Russian literature emerged as an original, independent movement, characterized by profound ethical questioning and moral awareness and concerned with issues of conscience and responsibility. Authors studied include Pushkin, Gogol, Lermontov, Turgenyev, Dostoevsky, Tolstoy, and Chekhov. (5T)

**RUSS 255. 20th-Century Russian Literature (in translation) (1).** An examination of 20th-century Russian literature both before and after the Revolution. Topics will include the anti-realist trends of the early part of the century, the development of the avant-garde, the effect of revolution and civil war on literature and the arts, the boldly creative NEP period, the invention and implementation of Socialist Realism, problems of censorship and dissent, the “Thaw,” and developments in literature in the post-Stalin years. (5T)

**RUSS 260. Topics in Russian Literature (in translation) (.5, 1).** Selected topics in 19th- and 20th-century Russian literature. Topics may focus on a single author or novel, on a particular theme, or on a particular period. May be repeated for credit if topic is different. (5T)

**RUSS 310. Political Russian (1).** This course provides an intensive review of Russian grammar in the context of current events and international relations. Students

acquire a strong basis in political vocabulary as they continue to develop the four basic skills: reading, writing, speaking, and listening. *Prerequisite: Russian 210 or consent of instructor.*

**RUSS 315. Understanding Russia: Culture 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. By the end of the course, students are able to answer a broad array of questions connected to key aspects of Russian identity; this knowledge, in turn, helps students start communicating across cultural boundaries. *Prerequisite: Russian 210 or consent of instructor.*

**RUSS 360. Selected Topics in Russian Literature (1).** A seminar 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, the Russian short story. May be repeated for credit if topic is different. *Prerequisite: Russian 210 or consent of instructor.*

### Spanish

**Note:** *All courses are conducted in Spanish.*

**SPAN 100, 105. Elementary Spanish I, II (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: No previous knowledge of Spanish or consent of instructor. Offered each fall.*

**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 each semester. Prerequisite: consent of instructor. (This course is not a continuation of Spanish 100 or 105.)*

**SPAN 110. Intensive 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. Taught in Spanish. (1S) *Offered each semester. Prerequisite: Spanish 105 or equivalent.*

**SPAN 210. Advancing Your Speaking (1).** By engaging in small and large group discussions and giving presentations based on readings and media, students in this content-based course develop their oral language proficiency. Students increase their vocabulary, review and expand upon grammar, learn linguistic registers with the aim of making them more effective communicators. Participation in Spanish-language activities outside the classroom and/or in the local Latino community is expected. Taught in Spanish. (1S) *Offered each semester. Prerequisite: Spanish 110 or equivalent.*

**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. Hispanic Cultures through Writing (1).** In this writing intensive content-based course, students focus on the writing process (i.e., prewriting, drafting, revising, editing, rewriting) as they practice various types of writing in Spanish (e.g., summary, description, narration, expository, and persuasive). Students study advanced grammar points and discuss both literary and non-literary texts as a basis for writing. Participation in Spanish-language activities outside the classroom and/or in the local Latino community is expected. Taught in Spanish. (1S) *Offered each semester. Prerequisite: Spanish 210, 214, or equivalent.*

**SPAN 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-language activities and/or the local Latino community is expected. Taught in Spanish. (Also listed as Health and Society 218.) (5T) *Prerequisite: Spanish 210 or 214*

**SPAN 230. Coffee and Current Events (1).** In this course, over coffee, students discuss current events in the Spanish-speaking world and examine them in light of historical, political, cultural, and/or social developments. By reading, analyzing, discussing, and writing in Spanish on a wide variety of non-literary topics, students are expected to expand their vocabulary, hone their linguistic skills, and deepen their understanding of Hispanic cultures. Participation in Spanish-language activities outside the classroom and/or in the local Latino community is expected. Taught in Spanish. Offered odd years, spring semester. (5T) *Prerequisite: Spanish 214 or 215.*

**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. Taught in Spanish. (5T) *Offered fall semesters. Prerequisite: Spanish 215 or consent of instructor.*

**SPAN 250: Literary and Non-Literary Translation (1).** An introduction to the theories and practice of translation from Spanish to English and English to Spanish, this course familiarizes students with the techniques and processes used to translate different media (e.g., newspapers, magazines, Internet sites) as well as literary texts. In addition to perfecting their linguistic and stylistic expression, students develop writing, editing, and proofreading skills essential for producing clear and polished translations. Taught in Spanish. *Prerequisite: Spanish 240 or permission of the instructor.*

**SPAN 270. Introduction to Latino Studies (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 topic is different. Taught in English or Spanish. *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. Taught in Spanish. (5T) *Prerequisite: Spanish 240.*

**SPAN 285. Human Rights and Hispanic Cultures**

**(1).** In this course, students explore how narratives, memoirs, plays, poetry, and film tell the stories of victims and witnesses of human rights violations in the Spanish-speaking world. While students read about and discuss the historical and political contexts of violations of human rights, they are also expected to consider how writers and filmmakers use language, images, and symbolism to discuss the rights, often abused, of minority groups, indigenous peoples, women, and/or children. The variety of texts and films also serve as a basis for the development of students' reading, critical thinking, and writing skills. Taught in Spanish. (5T) *Prerequisite: Spanish 240.*

**SPAN 290. Selected Topics in 19th-Century Hispanic Literature**

**(1).** A seminar course involving intensive textual analysis of 19th-century Spanish literature, Spanish-American literature or both. Topics may cover a single author, work, genre, or a particular theme. May be repeated for credit if topic different. Taught in Spanish. (5T) **Prerequisite: Spanish 240.**

**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. This course may be taught in English. When taught in English, majors are required to do some or all of the written work in Spanish. May be repeated for credit if topic is different. (5T) *Prerequisite: Spanish 240 and one other Spanish literature course.*

**SPAN 370. Cervantes, Don Quijote, and 17th-Century Cultural Production** **(1).** This seminar course is organized around a close reading of El

ingenioso hidalgo don Quijote de la Mancha written by Miguel de Cervantes Saavedra. The class may include works by other Golden-Age authors on occasion. The course takes into consideration the various cultural and political happenings in 17th-century Spain, Europe, and the Americas. (5T) *Prerequisite: Spanish 240 and one other Spanish course above 240.*

**SPAN 375. Medieval Literature and Culture** **(1).** This

course examines various cultural productions of the Spanish Middle Ages. It includes the study of literary, political, artistic, linguistic, scientific, environmental, and/or religious interchanges that existed among the three dominant cultural communities in Spain—Christian, Jewish, and Muslim—and beyond. Students may be asked to discuss themes such as love, death, power, betrayal, religion, exile, migration, nationalism, and warfare along with the literary and artistic representation of national heroes and anti-heroes, kings, queens, rogues, mystics, knights, saints, and witches. (5T) *Prerequisite: Spanish 240 and one other Spanish course above 240.*

Self-Instructional Language Opportunity

**SILO 100. Self-Instructional Language Opportunity**

**I (.5).** Self-Instructional Language Opportunity (SILO) provides motivated students the occasion to acquire basic skills in less commonly taught languages. In general, students enrolled in a SILO course not only use texts, CD-ROMs, audio cassette tapes, and/or, when available, Web-based tutorials to study a language, but also engage in intensive, independent daily study and attend three hours of weekly tutorial sessions with a native speaker. May be repeated for credit if the language is different. *Offered occasionally. Prerequisite: successful completion of one year of a college-level foreign language course; completion of an application, including two letters of recommendation: one from his/her advisor and one from a faculty member in the department of modern languages and literatures; second-year standing or higher; minimum cumulative grade point average of 2.75.*

**SILO 105. Self-Instructional Language Opportunity**

**II (.5).** Self-Instructional Language Opportunity (SILO) provides motivated students the occasion to continue to acquire basic skills in less commonly taught languages. In general, students enrolled in a SILO course not only use texts, CD-ROMs, audio cassette tapes, and/or, when available, Web-based tutorials to study a language, but also engage in intensive, independent daily study and attend three hours of weekly tutorial sessions with a native speaker. May be repeated for credit if the language is different. *Offered occasionally. Prerequisite: successful completion of one year of a college-level foreign language course; completion of an application, including two letters of*

*recommendation: one from his/her advisor and one from a faculty member in the department of modern languages and literatures; second-year standing or higher; minimum cumulative grade point average of 2.75.*

#### Department Offerings

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

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

**396. Teaching Assistant Research (.5).** Course and curriculum development projects.

# Music

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*One of the original liberal arts, music offers students a prism through which to develop both creative and critical skills, thus enabling them to synthesize their subjective experiences with history, theory, and culture.*

## Faculty

DANIEL BAROLSKY, chair

AMBER DOLPHIN

CHRISTOPHER JOYNER

JOHN MEYERS

DAVID NEWMAN

J. IAN NIE

EUDORA SHEPHERD (emerita)

TES SLOMINSKI

ANDERS SVANOE

MAX YOUNT (emeritus)

GLENN WILFONG

YIHENG YVONNE WU

More than 15 additional artist-instructors teach applied music and lead ensembles.

## Music Major

(12.5 units)

1. Ten and one-half departmental units:
  - a. Music 150, 160, and 170.
  - b. Two units chosen from Music 200-249.
  - c. Two units chosen from Music 250-299.
  - d. One half unit of Applied Music 010-044.
  - e. One half unit of Music Ensemble 050-076.
  - f. One elective music course at the 200 level.
  - g. An additional one-half unit of either Applied Music (Music 010-44) or Music Ensemble (Music 050-076).
  - h. Music 300.
2. To declare this major, each student must have a curricular planning meeting with a music advisor.
3. The department requires 2 units of complementary non-music courses decided in conjunction with the student's advisor and by approval of the department.

4. The department recommends at least 2 units of study of a foreign language.
5. Writing/communication requirement: The department stresses the importance of writing and oral skills in verbal language and in musical notations.

## Music Minor

(5.5 units)

1. Five and one-half departmental units:
  - a. Two units chosen from Music 150, 160, and 170.
  - b. Three units chosen from Music 200 or 250.
  - c. One-half unit of Music Ensemble 050-076.

## Description of Courses

**MUSI 110. 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. (2A) *This course may be taken twice for credit.*

**MUSI 150. Music as History and the Histories of Western Music (1).** This course, open to all students, examines the idea of Western Art Music as a concept and as an oppressive and liberating institutional/aesthetic/political force. This is not a course that surveys history nor a course on music appreciation. Rather this is a class about music historiography, canon formation, and the institutional, political, and cultural power that can accrue to historical narratives. Students explore the power dynamics that undergird aesthetic, gendered, racial, political, and institutional conceptions of music and music history. We will consider the following questions: How does music relate to the construction of so-called Western civilization? Why are certain styles, musicians, repertoires, practices accepted within the canon and others excluded? Upon what criteria are alternative canonic centers based and what strategies and challenges are involved with writing music histories that challenge dominant narratives? What are the multiple relationships between Western history and theory? What governs the conceptual distinction

between music and sound? The viewpoints explored here will also help us understand the specificities inherent in music, often portrayed as universal. (Also listed as Critical Identity Studies 269/History 211.) (5T) *Offered each fall semester.*

**MUSI 160. Music Cultures of the World (1).** This course introduces students to some of the primary concerns of the field of ethnomusicology, as well as to a sampling of musical genres from North America, South America, Africa, Asia, and Europe. Through a selection of listenings and readings from music scholarship, anthropology, and critical theory, we consider themes including nationalism, colonialism, identity (race/ethnicity, gender/sexuality, class, etc.), sound/soundscape, and (inter)disciplinarity. (Also listed as Anthropology 160.) (3B) *Offered each spring.*

**MUSI 170. Music, Sound, and Theory (1).** Open to all students, this course investigates theories of sound and music with a particular focus on the project of listening. Students develop tools to describe what they hear and are introduced to rudimentary concepts of notation, melody, harmony, rhythm, and form within a tradition of Western music. 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 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 each semester.*

**MUSI 200. Selected Topics in Musical Intersection (1).** These courses focus on the study of music as examined in light of another discipline and, inversely, how the other discipline can be understood more critically when analyzed through the lens of music. Recently offered examples of topics include Music in the Third Reich, Music and Criticism, Music in Cold Places, Music and Entrepreneurship, and Music and Authenticity. *Offered each semester.*

**MUSI 250. Selected Topics in Sound Studies (1).** These courses explore various topics in sound studies and composition. Possible topics include harmony and counterpoint, soundscapes, music and shape, computer music, songwriting, recording and editing techniques, improvisation, the physics of music, or music and cognition. *Prerequisite: Music 170 or consent of instructor. Offered each semester.*

**MUSI 251. Topics in Music Composition (1).** Investigating unique approaches to creating music, this course includes topics such as an Introduction to Music Composition, Song-Writing, Experiments in

Musical Notation, Arranging, and Advanced Harmony and Composition. No prior experience in composition is required though students should have facility with at least one musical medium including an instrument/voice, electronic music, and/or musical notation. Class meetings incorporate discussion, analysis, listening, and workshopping of works in progress. Additional one-on-one meetings are periodically scheduled. A culminating concert features original works by each student. May be repeated for credit if topic is different. (2A) *Prerequisite: Music 170 or consent of instructor.*

**MUSI 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.*

**MUSI 300. Music as a Creative Practice (1).** This course allows students to synthesize materials and ideas from their previous three years as they create the foundation for a final creative project (e.g. research paper, composition, performance, sound recording, etc.). Under the guidance of multiple faculty, students are required to present their work regularly and, in particular, learn how to sell, persuade, and share with colleagues from different backgrounds the significance of their central argument, interpretation, or musical vision. (CP) *Prerequisite: junior or senior standing and consent of instructor. Offered each fall.*

**MUSI 390. Special Projects (.25 - 1).** Individual work outside the scope of the regular course offerings of the music department. *Prerequisite: sophomore standing.*

### Applied Music

*All applied courses are .25 unit and are assessed a separate instruction fee.*

**MUSI 010-025, 031-044.** 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.

**MUSI 026.** Students receive group and individual instruction. Open to all instrumental students.

- **MUSI 010. Composition\*** (2A)
- **MUSI 011. Conducting\*** (2A)
- **MUSI 012. Voice** (2A)
- **MUSI 013. Piano** (2A)
- **MUSI 015. Harpsichord** (2A)
- **MUSI 016. Organ** (2A)

- **MUSI 018. Guitar** (2A)
- **MUSI 020. Recorder** (2A)
- **MUSI 021. Flute** (2A)
- **MUSI 022. Oboe** (2A)
- **MUSI 023. Clarinet** (2A)
- **MUSI 024. Bassoon** (2A)
- **MUSI 025. Saxophone** (2A)
- **MUSI 026. Introduction to Jazz Improvisation\*\*** (2A)
- **MUSI 031. Horn** (2A)
- **MUSI 032. Trumpet** (2A)
- **MUSI 033. Trombone** (2A)
- **MUSI 034. Tuba** (2A)
- **MUSI 035. Percussion** (2A)
- **MUSI 041. Violin** (2A)
- **MUSI 042. Viola** (2A)
- **MUSI 043. Cello** (2A)
- **MUSI 044. Bass** (2A)

*\*Consent of instructor.*

*\*\*Students receive group and individual instruction.*

### Ensembles

*The following courses are .25 unit.*

#### **MUSI 051. Beloit College and Community**

**Choir.** A large choral ensemble composed of Beloit College students, faculty, staff, and members of the surrounding community, specializing in extended choral works. Membership is open to all students, placement hearing by director. (2A)

**MUSI 055. Chamber Music.** 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)

**MUSI 057. Creative Strings Collective.** This innovative string ensemble (violin, viola, cello, bass) breaks into nonconventional genres for strings in addition to performing traditional string orchestra repertoire. The course includes but is not limited to the following styles: bluegrass, blues, classical, jazz, Latin, pop, and tango. Students are encouraged to engage through performance, improvisation, and theory with opportunities for arranging and composition. Students need only basic skills on their instrument and an open mind. Neither prior improvisational skills nor theory background are required. Open to all students, placement hearing by director. (2A)

**MUSI 058. Jazz Ensemble.** 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)

**MUSI 061. Recorder Ensemble** (The Quavers) gives students an opportunity to explore recorder music from the medieval to the modern. Open by consent of the instructor. (2A)

**MUSI 062. Chamber Singers.** 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)

**MUSI 065. Woodwind Quintet.** Group is formed each semester in consultation with faculty. Traditional woodwind instrumentation, performs mostly classical music. (2A)

**MUSI 066. Wind Ensemble.** 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)

**MUSI 067. Saxophone Ensemble,** usually a quartet, performs all styles of music from jazz to classical. (2A)

**MUSI 068. Percussion Ensemble** is open to all percussionists. Experience is desired but not essential. A complete collection of instruments, including all mallet instruments, is available. (2A)

**MUSI 069. Guitar Ensemble.** Group works as a large ensemble and as smaller duos and trios. Mostly classical repertoire, students are encouraged to suggest other genres. (2A)

**MUSI 074. Improvisation Ensemble.** This course is open to all ability levels wishing to study the basics of improvisation. The class is run as a class/rehearsal hybrid. Students learn basic improvisational concepts within a broader musical spectrum and creatively apply this knowledge to their instrument. The class does not focus on any one musical genre but has a definite leaning towards rock, freely improvised music, experimental music, and jazz. Open to all students, placement hearing by director. (2A)

**MUSI 075. North Atlantic Music Ensemble.** Students learn, play, and perform traditional material from Atlantic Europe (particularly Ireland, Scotland, England, North America, and the Nordic countries). This ensemble is designed to be a forum for creativity, exploration, teamwork, and music performance. As members of this musical community, students learn instrumental and vocal repertoire from these

traditions, explore the stylistic differences between them, and gain an understanding of the social conventions that shape these contemporary traditional music scenes. Ensemble members may play a variety of acoustic instruments (including fiddle, flute, and guitar) and sing. (2A) *Prerequisite: with the exception of students beginning to learn tin whistle, ensemble members should have at least one year's experience on their instrument.*

**MUSI 076. InterArts Ensemble.** This ensemble features collaborative projects among students of all artistic disciplines. Writers, actors, dancers, musicians, visual and multimedia artists, and creative people of all types are encouraged to join. Through collaborative processes marked by experimentation, rigorous inquiry, and thoughtful risk-taking, this work investigates the intersections of different creative modalities, challenging its makers to seek out new expressive dimensions. Members also work together to design the culminating concert or show, which may speak to a chosen theme. Meetings include improvisations, group planning, development and workshopping of pieces, and rehearsals. Students should be ready to stretch within their own disciplines and to experiment with new ones. All styles and skill levels are welcome. (2A) *Contact the ensemble director for information about how to join.*

# Philosophy

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*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.*

## Faculty

NATALIE GUMMER, chair

HEATH MASSEY

PHILIP SHIELDS

MATTHEW TEDESCO

ROBIN ZEBROWSKI (cognitive science)

## 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 and either 205 or 238.
  - d. Ethical Theory: Philosophy 220.
  - e. Electives: two courses from among Philosophy 221, 224, 232, 234, 238, 240, 241, 243, 250, 255, 260, 280, or 285.
  - f. Seminars: Philosophy 380 and either 350 or a different offering of 380.
  - g. Colloquium: Philosophy 385 (.5). This capstone course includes independent research, writing, and oral presentation in the discipline.
2. Majors are strongly advised to acquire intermediate level proficiency in a classical 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.

## Description of 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 presocratic 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 third semester. Prerequisite: Philosophy 110 or 115 or consent of instructor.*

**PHIL 205. Early Modern Philosophy (1).** A survey of European philosophy in the 17th and 18th centuries. This was an age of great intellectual curiosity and exploration, resulting in what we now call modern philosophy. As traditional religious and philosophical views came into conflict with the discoveries of natural science, great debates took place concerning the nature of reason, the existence of God, the relationship between mind and body, the possibility of freedom, and the limits of knowledge. Reading texts by some of the leading figures in philosophy from Descartes to Kant, as well as responses by their critics and followers, we will engage with these thinkers' views and reflect on their contemporary significance. (5T) *Offered every other year. 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) *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. (Also listed as Environmental Studies 224.) (5T) *Offered occasionally. Prerequisite: Philosophy 110 or 115 or sophomore standing.*

**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 238. 19th-Century Philosophy (1).** Survey of major European philosophers between Kant and the 20th century, including but not limited to Hegel, Kierkegaard, Marx, and Nietzsche. These revolutionary thinkers helped shape our contemporary understanding of history, subjectivity, politics, and life. Whether building on the philosophy of the Enlightenment or attempting to dismantle it, they sought answers to questions about the origins of morality, the end of history, the meaning of existence, and the relationship between philosophy, art, and religion. Through a close reading of some of their major works, we will examine their philosophical views in the light of our own time. (5T) *Offered*

*occasionally. Prerequisite: Philosophy 110 or 115 or consent of instructor.*

**PHIL 240. Selected Topics in Contemporary Philosophy (1).** Selected problems, movements, and thinkers in contemporary philosophy, focusing on the 20th and 21st centuries. 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. (Also listed as Cognitive Science 241.) (5T) *Offered even years, spring semester. Prerequisite: Philosophy 110 or 115.*

**PHIL 243. Philosophy of Law (1).** An examination of the concept of law, as well as an investigation of important legal concepts such as liberty, responsibility, justice, and punishment. (5T) *Offered occasionally. Prerequisite: Philosophy 110 or 115 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) (Also listed as Interdisciplinary Studies 260/Critical Identity Studies 307.) *Offered occasionally. Prerequisite: Philosophy 110 or 115 or sophomore standing.*

**PHIL 280. Classical Justice (1).** (5T) *See Political Science 280 for course description.*

**PHIL 285. Modern Political Theory (1).** *See Political Science 285 for course description.*

**PHIL 350. The Philosophy of Plato (1).** Reading, discussion, and student research on the major dialogues and letters of Plato, both in the context of his own times and in terms of perennial philosophical issues and positions. *Prerequisite: Philosophy 200.*

**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 3 courses in philosophy, ideally including Philosophy 110 or 115, 200, 205.*

**PHIL 385. Colloquium in Philosophy (.5).** An opportunity for advanced students in philosophy to develop a research project on a philosophical topic of their choosing. Through the semester, students will develop the tools for undertaking such a project, from framing the project well with a focused question or problem, to researching how contemporary philosophers have engaged the topic, to finding their own voice as a contributor to an ongoing conversation in the philosophical community. The course will involve multiple opportunities to orally present ongoing work, and will culminate in a final paper. As a capstone, we will also discuss the value of a philosophy major and how to communicate it to others. (CP) *Offered each fall. Prerequisite: junior standing or consent of instructor.*

**PHIL 390. Special Projects (.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.*

# Physics and Astronomy

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*The physics program at Beloit College could be the 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 that are useful 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 quantum chaos, planetary astronomy, laser spectroscopy, nuclear physics, and science education.*

## Faculty

J. PATRICK POLLEY

BRITT SCHARRINGHAUSEN, chair

PAUL STANLEY

## Physics Major

(11.5 units)

1. Nine and one-half departmental units:
  - a. Physics 101, 102, 206, 210, 380 (.5).
  - b. At least 1 unit chosen from 320, 330, 340, or 350.
  - c. Four additional elective units:
    - i. No more than two 100-level units.
    - ii. No more than 1 total unit of Physics 300, 390, and 395.
    - iii. One unit of computer science or mathematics may be substituted for a physics elective, with departmental approval.
2. Supporting courses (2 units): Mathematics 110 or 113, and 115.
3. Writing/communication requirement: Majors are required to take at least 4 courses designated W, at least 1 of which must be outside the department. (Transfer students reduce this requirement by 1 course per year of advanced standing.) Departmental W courses include Physics 130, 250, 380, and other courses as designated by the instructor.
4. Physics majors planning to attend graduate school in physics are strongly urged to take all

of the core 300-level physics courses (320, 330, 340, and 350; taught on a two-year cycle) and Mathematics 175.

5. Students are strongly encouraged to do a semester of off-campus study or study abroad. Possible programs include the Oak Ridge Science Semester; 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.

## Physics Minor

(6 units)

1. Four departmental units:
  - a. Physics 101.
  - b. Three additional elective units:
    - 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 or 113, and 115.

## Description of 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 or 113 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, 113, 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 universe. Evening laboratories include outdoor

observations using binoculars and telescopes, as well as indoor observations using planetarium software and astronomical datasets. Four class hours per week. (4U)

**PHYS 150. History of Physics (1).** A course in which the historical development of physics, from late medieval times to the present, is explored. The interplay of mathematics, technology, and theoretical physics is studied by examining a series of paradigms in physics. Students recreate a number of historically significant experiments in order to understand the scientific process in physics. (4U)

**PHYS 160. Digital Electronics (1).** A brief introduction to dc and ac circuits is followed by the study of combinatorial and sequential logic circuits. Current microprocessor designs and their uses in acquiring and processing signals are covered. (4U)

**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. Prerequisite: Physics 101 or 130 and facility with high-school algebra and trigonometry. Depending on the topic, other courses may be required.*

**PHYS 206. Mathematical Methods for Scientists (1).** Solution of ordinary and partial differential equations, Fourier analysis, introduction to linear algebra and vector analysis. (1S) *Offered each fall. Prerequisite: Physics 101 and Mathematics 115. Physics 102 recommended.*

**PHYS 208. Intermediate Physics Lab (.5).** Covers experimental technique and data analysis beyond the level of introductory physics courses, 101 and 102. Mechanics, electricity and magnetism, and optics are covered, including damped oscillators, coupled oscillators, nonlinear behavior and approaches to chaos, optical interference and diffraction, and Fourier optics. (4U) *Offered each fall. Prerequisite: Physics 102, Physics 206, or Mathematics 190 should be taken previously or concurrently.*

**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 spring. Prerequisite: Physics 101 and Mathematics 115. Physics 102 recommended.*

**PHYS 215. Environmental Physics (1).** The study of how physics principles can be used to understand environmental issues such as climate, energy production and consumption, alternative energy sources, lighting, or water supplies; how to develop reasonable “back-of-the-envelope”

estimations of physical phenomena associated with the environments; how to develop coherent, critical, physics based assessments of environmental impact of natural and man-made phenomena. *Offered odd years, spring semester. Prerequisite: Previous work in a college-level science course is strongly recommended.*

**PHYS 221. Analog Electronics (1).** A brief introduction to circuit theory is followed by the study of amplifiers using discrete and integrated circuits. Oscillators and power supplies are covered, followed by a section on digital to analog interfacing. *Prerequisite: Physics 102 or 160.*

**PHYS 235. Nuclear and Particle Physics (1).** Relativistic dynamics, nuclear models, nuclear decay and reactions, high energy physics, elementary particles. *Offered occasionally. Prerequisite: Physics 206 and 210.*

**PHYS 249. Metalworking for Physicists (.25).** This course introduces the student to the use of hand and machine tools, and the metal joining techniques used in the construction of experimental apparatus in physics and astronomy. Preference is given to students who have declared a major or minor in physics. *Graded credit/no credit. Offered on demand.*

**PHYS 250. Advanced Laboratory (.5).** Experiments from acoustics, atomic physics, electricity and magnetism, fluid dynamics, mechanics, nuclear physics, optics, optoelectronics, solid state physics, and thermodynamics. May be repeated for credit with departmental permission. *Offered odd years, spring semester. Prerequisite: Physics 210.*

**PHYS 260. Topics in Physics (.5, 1).** An in-depth development of a selected area of physics. Examples of topics: general relativity, nonlinear dynamics, acoustics. May be repeated for credit if topic is different. *Offered occasionally. Prerequisite: Physics 206. Depending upon the topic, other courses may be required.*

**PHYS 270. Computational and Numerical Methods (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, as well as Unix system administration. *Prerequisite: Physics 101, Mathematics 110, 113, or 115, and some previous computer experience required; Physics 206, Mathematics 115, and a course in computer programming recommended.*

**PHYS 280. Tools for Physics and Astronomy (.5).** Writing papers with the LaTeX document preparation system, including equations, tables,

figures, and bibliographies; incorporating information from articles in the scientific literature. Problem-solving with Matlab, Mathematics, and other tools. Applications for summer REUs, internships, jobs, and graduate school. (4U) *Offered each fall. Graded credit/no credit. Prerequisite: sophomore standing.*

**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. Physics 250 recommended.*

**PHYS 320. Statistical Mechanics (1).** First, second, and third laws of thermodynamics; principles of classical and quantum statistical mechanics and their relationships to thermodynamics; fluctuations; applications of the theory of gases, liquids, and solids; heat engines. *Offered odd years, fall semester. Prerequisite: Physics 102 and Mathematics 115.*

**PHYS 330. Dynamics (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 206.*

**PHYS 340. Electromagnetism (1).** Classical field theory. Maxwell's equations, waves and radiation, fields in continuous media; relativistic considerations. *Offered even years, spring semester. Prerequisite: Physics 102 and 206.*

**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. Prerequisite: Physics 206 and 210.*

**PHYS 380. Department Seminar (.5).** Topics of current research or of historical, philosophical, or epistemological interest in physics. The seminar will involve oral and written presentations by each student. (CP) *Offered each spring. Prerequisite: junior or senior standing, with a major in physics.*

**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. Prerequisite: senior standing in physics and prior approval of a thesis advisor.*

**PHYS 390. Special Projects (.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. Physics 206 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

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*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.*

## Faculty

ANDRÁS BOROS-KAZAI

PHILIP CHEN

ANN DAVIES

BETH DOUGHERTY

RACHEL ELLETT, chair

JOHN McMAHON

RONGAL NIKORA

JOHN RAPP

PABLO TORAL

## 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, 206, 215, 216, 217, 218, 221, 225, 227.
    - ii. Comparative politics: 130, 235, 236, 237, 238, 239, 240, 241, 248, 249, 250, 251, 255, 261, 265, 270, 272, 273.
    - iii. International Relations: 160, 237, 246, 247, 250, 255, 262, 270, 273, 275.
    - iv. Political Theory: 180, 280, 285, 287.
  - b. One unit from Political Science 306, 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 POLS 201 if taken as a 10th POLS 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 or 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.

## Description of 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 130. Introduction to Comparative Politics**

(1). Introduction to the internal politics and policies of various countries throughout the world. Themes of the course include: methods and approaches of comparative analysis; democratic vs. authoritarian systems; political culture and state traditions; political attitudes and ideologies; executive, legislative, and judicial systems; electoral and party systems; interest groups and other civil society actors; political economy; and selected domestic and foreign policy issues. Students may elect to use this course as part of their preparation for study abroad. (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 once each 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 include an introduction to basic statistical concepts and research design; the course also emphasizes the use of STATA statistical software for production of various statistical output (ANOVA, odds ratios, bivariate and multivariate regression analyses). (Also listed as Health and Society 201.) (3B) *Prerequisite: Political Science 110 or higher recommended.*

**POLS 206. Gender Equity and Women's**

**Empowerment (1)** What is gender equity and women's empowerment? Why are they so hard to achieve? How do varied policies, ideologies, and political contexts shape answers to these questions? Students explore these enduring questions by engaging with projects related to girls and women and the "real" complexities and nuances that emerge. Focusing on local service, international agencies and NGOs, and a human sustainability index, students develop skills needed to apply for and gain support for internships, off-campus study, and other fieldwork on equity and empowerment. *Offered alternate fall terms. Prerequisite: 2nd, 3rd, 4th semester standing.*

**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. (Also listed as Health and Society 212.) (3B) *Prerequisite: Political Science 110 or higher, or sophomore standing.*

**POLS 215. U.S. Parties, Groups and Elections (1).**

Investigates the nature and functioning of political parties and groups 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 216. U.S. Media and Politics in a Global Context (1).**

Explores the symbiotic relationship between the media and politics, along with the forces that drive news journalism and political coverage. Focus is on U.S. politics in a comparative perspective. *Offered every third semester. Prerequisite: sophomore standing or consent of instructor.*

**POLS 217. U.S. Congress (1).** Analysis of the complexity and conflicts of the institution and its members. Considers constitutional foundation and structure, committees, procedures, elections, and relation to the presidency. Some focus on policy making. (3B) *Offered every third semester. Prerequisite: Political Science 110.*

**POLS 218. U.S. Presidency (1).** Examines the institution of the presidency through focus on its weak constitutional foundations and relations with Congress, the EOP and executive branch, selection, power, and leadership. Special attention to use of media to enhance power potential. *Offered every third semester.*

**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 227. Constitutionalism and National Security (1).** An examination of civil liberties and the separation of powers in the face of national security challenges, with particular attention paid to executive powers in war time, Supreme Court cases addressing free speech and due process, and national security legislation. *Offered even years, fall semester. 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 consent of instructor.*

**POLS 235. Politics of Advanced Industrial Democracies (1).** A comparative study of three or more advanced industrial democracies, including at least two from among the United Kingdom, the Federal Republic of Germany, France, and Japan. Study of state traditions and political cultures, including patterns of democratization, social cleavages, political attitudes, socialization, and recruitment. Comparison of elections, political parties, party systems, interest groups, and institutions (executive, legislative, administrative, judicial, and local). (3B) *Offered even years, fall semester. Prerequisite: Political Science 130 or consent of instructor.*

**POLS 236. Democracy in East Asia (1).** Examination and comparison of the politics of the three major East Asian democracies: Japan, South Korea, and Taiwan,

plus the semi-democratic system of the Hong Kong Special Administrative Region of the People's Republic of China. Two main comparative themes will include: first, how democratic structures and values in each of the countries fit within the model of majoritarian and consensus democracies; and second, whether or not democracy in each of the three countries reflects so-called "Asian values." (3B) *Offered odd years, spring semester. Prerequisite: Political Science 130 or 235, or any course in Japanese and Korean history, or consent of instructor.*

**POLS 237. 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 238. Anarchism as Theory and Movement (1).** This course examines anarchism both as a universal idea that has appeared in different political cultures at various times in history, as well as a social movement that began in Western and Southern Europe in the 19th century and later spread throughout the world. We will examine that movement's driving force and lasting influence as well as its flaws and logical inconsistencies that have led to its periodic downfall and revival. In this course we will look at anarchist critiques of other ideologies while at the same time examining critiques of anarchism from many different perspectives. This course counts toward the Russian, Asian, and European Studies minors, and towards other minors as well with the approval of the instructor and the appropriate advisor. (5T) *Prerequisite: Political Science 130 or 180 or consent of instructor.*

**POLS 239. Political Fiction (1).** This course examines several works of fiction concerning politics in various times and places. We will not necessarily look at great literature, nor will we deconstruct hidden meanings that reveal unconscious structures of power or domination. Instead, we will look for the underlying conscious and deliberate attitude toward politics in each work and relate that viewpoint to classic political ideas and ideologies. Student will complete research papers on their own chosen work or body of fiction by a particular author and present their findings to the class. Counts for various area studies minors with the approval of the instructor and the relevant advisor. (Also listed as Comparative Literature 230.) (5T) *Prerequisite: Political Science 130 or 180.*

**POLS 240. Communist and Post-Communist Systems (1).** Study of the political systems of Russia and the former Soviet Union, the People's Republic of China, and other Communist or post-Communist systems. Focuses on why and when some Communist

systems undergo reform and/or revolution while others resist change and even intensify repression. Compares state traditions and political cultures, Marxist ideology, and paths to power. Also compares institutions, recruitment patterns, economic policies, and social cleavages, including women, minorities, and dissidents. (3B) *Offered odd years, fall semester. Prerequisite: Political Science 130 or consent of instructor.*

**POLS 241. China: The Long Revolution (1).** (3B) *See Asian Studies 242 for course description.*

**POLS 246. Global Political Economy (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. *Offered even years, spring semester. Prerequisite: Political Science 160 or consent of instructor.*

**POLS 247. African International Relations (1).** Study of major issues in contemporary African politics. Case studies of representative conflict situations and related topics, including genocide, child soldiers, famine, secession, U.N. and regional intervention, failed states, and the exploitation of natural resources. *Offered occasionally. Prerequisite: Political Science 130 or 160 or consent of instructor.*

**POLS 248. Contemporary African Politics (1).** Guides students through the struggle for democratization and economic development from the post-independence era to the present day. Examines the major factors that shape African politics—the state; social groups; politics of identity (gender/ethnicity/class); international donors; and financial institutions. *Offered even years, spring semester. Prerequisite: Political Science 130 or 160 or consent of instructor.*

**POLS 249. Politics of 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) *Offered odd years,*

*fall semester. Prerequisite: Political Science 130 or 160, or consent of instructor.*

**POLS 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) *Offered odd years, spring semester. Prerequisite: Political Science 130 or 160, or sophomore standing.*

**POLS 251. Judging Politics: Comparative Courts and Law (1).** Introduction to the interaction between law, courts, and politics around the world—particularly in the new democracies of Africa and Latin America—but also with cases from the United States, Europe, and Asia. This course, starting from the assumption that courts are political actors, examines the (in)formal functions of courts by investigating how they have crafted national policies, empowered individual rights regimes, and shaped the democratic development of states. (3B) *Offered even years, fall semester. Prerequisite: Political Science 110, 130 or 160.*

**POLS 255. Global Political Ecology (1).** This course has a strong practical focus to help the 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) *Offered every fall semester. Prerequisite: any 100-level political science course or consent of instructor.*

**POLS 261. Building Democracy (1).** Exploration of the contemporary challenges of promoting democracy in regimes characterized by authoritarian elements simultaneously existing alongside multiparty elections. Examines the fundamental theories, conceptual tools, and comparative methods needed to understand the challenges of building democracy around the world. Offers students the opportunity to generate policy proposals. *Offered odd years, spring semester. Prerequisite: Political Science 130 or 160 or consent of instructor.*

**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 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. (3B) May be repeated for credit if topic is different. *Offered fall semester. Prerequisite: Political Science 130 or 160 or consent of instructor.*

**POLS 272. Politics of Latin America and the Caribbean (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, and the diversity of political histories, cultures, and traditions. This course fulfills a requirement for the Latin American and Caribbean studies minor. *Offered odd years, spring semester. Prerequisite: sophomore standing.*

**POLS 273. International Relations of Latin America and the Caribbean (1).** A comparative study of the foreign policies of the countries of Latin America and the Caribbean, with a strong focus on inter-American relations, including a simulation of a summit of the Organization of American States. Reviews the main theories that explore the role of Latin America and the Caribbean in international relations, such as modernization, dependency, and corporatism, among others, and regional integration. This course fulfills a requirement for the Latin American and Caribbean studies minor. *Offered even years, spring semester. Prerequisite: Political Science 160 or 272, or consent of instructor.*

**POLS 275. United States Foreign Policy (1).** The formulation, conduct, and content of post-World War II U.S. foreign policy, with an emphasis on the

post-Vietnam war era. (Also listed as History 275). *Prerequisite: Political Science 110 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. (Also listed as Philosophy 280.) (5T) *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 306. Advanced Topics in Feminism and Politics (1).** Capstone course in which students are expected to undertake a major research paper or activist practicum in addition to reading classic and contemporary feminist scholarship in political science. Themes will vary with each seminar. Topics depend upon student interests and recent scholarly developments. (CP) *Offered every third semester. Topics course. Prerequisite: senior standing, any 200-level*

*political science course, and Critical Identity Studies*  
165.

**POLS 310. Public Leadership: Influence in Policy, Administration, Institutions, and Elections (1).**

Capstone course that requires a major original research paper or a major practicum. Based around readings on public leadership in theory and practice, it explores the ways change occurs in the public sector of U.S. politics. Covers general political science topics and invites students to focus upon public leadership as related to the environment, health care, economic development, and social justice. May be taken in conjunction with an additional .5 unit of special project honors thesis or internship. (CP) *Offered every third semester. 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 Projects (.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

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*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.*

## Faculty

KRISTIN BONNIE, chair

GREGORY BUCHANAN

SUZANNE COX

ALEXIS GROSOFSKY

LAWRENCE WHITE

ROBIN ZEBROWSKI (cognitive science)

## Psychology Major

(12 units)

*Twelve units consisting of 4 units of required core courses, 6 units of electives in the department, and 2 units of electives outside the department. 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. Electives in the department, drawn from 1.b.-1.g., ensure that each student will complete a survey course in each of the primary subfields of psychology and a capstone seminar in one of the primary subfields. An additional elective in psychology gives students more flexibility to achieve breadth. Electives outside the department, drawn from 2.a. and 2.b., ensure that each student explores other disciplines that investigate questions about mind and behavior.*

1. Ten departmental units (at least 7 of which must be taken at Beloit):
  - a. Core courses: Psychology 100, 161, 162, and either 300 or 325.
  - 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 seminar: 1 unit from Psychology 310, 315, 360, 375, or 385.
  - g. One additional elective unit in psychology.
2. Supporting courses (2 units). (See list of approved courses at [beloit.edu/psych/handbook/supporting\\_courses/](http://beloit.edu/psych/handbook/supporting_courses/)):
  - a. One unit in the biological or chemical aspects of behavior, chosen in consultation with the major advisor.
  - b. One unit in philosophical or sociocultural approaches to issues relevant to psychologists, chosen in consultation with the major advisor.
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.

## Description of 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 127. Mindfulness Workshop (.25).** Stress in college can become quite intense. This course—based on the pioneering work of Jon Kabat-Zinn and the Mindfulness-Based Stress Reduction Movement—is for students willing to face these stresses directly and embrace the simple yet profoundly challenging work of being mindful: aware in the present moment, in an intentionally open, accepting, and nonjudgmental way. Developed patiently over time and moment to moment, mindfulness is a way of “resting in awareness” that is clear, focused, and emotionally flexible. It has been positively linked by research to academic success, increased self-control and subjective vitality, and reduced stress due to physical and/or

emotional pain. *Graded credit/no credit. 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 permission 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 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 each year. 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. (Also listed as Critical Identity Studies 225.) (3B) *Offered once every three years. Prerequisite: Psychology 100 and any Critical Identity Studies course, or consent of instructor.*

**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 occasionally. Prerequisite: Psychology 100.*

**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).** See *Interdisciplinary Studies 239* for course description.

**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. (Also listed as Cognitive Science 240.) (3B) *Offered occasionally. 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 most years. Prerequisite: Psychology 162, two other 200-level psychology courses, and junior or senior standing.*

**PSYC 310. Developmental Psychopathology (1).** This capstone course focuses on the etiology, future course, and treatment of many childhood psychological disorders (e.g., attachment disorders, autism, conduct disorder, depression). Participants apply a developmental perspective to the processes of adaptive and maladaptive behavior. Both research-theoretical and clinical-practical approaches to understanding psychopathology are emphasized. May include some field experience. (CP) *Offered occasionally. Prerequisite:*

*Psychology 100, 162, and 210 or 215; Psychology 250 or 252 strongly recommended.*

**PSYC 315. Pediatric Psychology (1).** This capstone course focuses on the application of developmental and clinical psychology in applied interdisciplinary settings such as children's hospitals, developmental clinics, pediatric/medical and psychiatric group practices, and schools. Participants apply a developmental perspective to processes of adaptive and maladaptive behaviors within the health care system. Both research-theoretical and clinical-practical approaches to pediatric psychology are emphasized. May include some field experience. (CP) *Offered occasionally. Prerequisite: Psychology 100, 162, and 210 or 215; Psychology 252 or a 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. *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 375. Psychotherapy and Psychological Testing (1).** In this advanced capstone seminar, students and the instructor investigate the major types of psychological tests (personality, intelligence, and neuropsychological), with particular attention to test construction (including statistical concerns) and the use of tests in school, clinical, and personnel settings. Following this, students and the instructor examine the practice of psychotherapy, especially cognitive and behavioral therapies, including those specifically designed for criminal offenders and

college populations. In this section of the seminar, students read, analyze, and critique scientific studies of therapeutic efficacy. (CP) *Offered approximately once every three semesters. Prerequisite: Psychology 162 and either Psychology 250 or 252 or permission of instructor.*

**PSYC 380. Senior Thesis (.5).** Independent research by a superior student under faculty supervision. *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 (.5 - 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.*

# Religious Studies

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*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. The study of religion at Beloit College is “academic” in the sense that we do not advocate for any particular lifeway, but we also do not assume the universality or objectivity of a secular point of view. Rather, the program focuses on developing a deep understanding of the ethical and epistemological implications of the many different ways, past and present, in which human communities have lived and made sense of life. Students consider “religion” not only in its textual and doctrinal formulations, but also in its relationship to power structures and social identities. In the process, students engage critically with the history of the field and the ways in which knowledge about “religion” has been produced.*

## Faculty

NATALIE GUMMER, chair

SONYA JOHNSON

DEBRA MAJEED

## Religious Studies Major

(13 units)

1. Nine departmental units:
  - a. Religious Studies 101.
  - b. Religious Studies 250 and 385. These courses address speaking and writing in the discipline.
  - c. Six elective units in religious studies (including courses cross-listed with religious studies).
2. Supporting courses (4 units): chosen in consultation with the advisor.
3. Majors are strongly advised to acquire proficiency at the intermediate level in a classical or modern language chosen in relation to the student’s individual program. They are also encouraged to pursue an internship, study abroad, or other experiential learning opportunity.
4. Students with a GPA of 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 development and public presentation of an

outstanding senior thesis, in addition to overall excellence.

## Religious Studies Minor

(6 units)

1. Religious Studies 101.
2. Religious Studies 250.
3. Four additional units in religious studies.

## Description of Courses

**RLST 101. Understanding Religious Traditions in a Global Context (1).** An investigation of three or more major religious traditions that are practiced across political and cultural boundaries. This foundational course emphasizes the historical diversity of these traditions, their distinctive narratives, beliefs, and practices, and the lived experience of specific religious communities and individuals in the context of the contemporary world. Through the study of major religious traditions, students develop critical perspectives on understanding diverse religious phenomena and the power of religious worldviews in a global context. (5T) *Offered every year. Prerequisite: first-year or sophomore standing or consent of instructor.*

**RLST 200. The Comparative Study of Religious Communities (1).** An investigation of distinctive religious communities through a comparative and historical lens. Courses may focus on communities of different religious traditions that are related through historical and cultural context or thematic emphasis; alternatively, they may investigate diverse communities that adhere to one particular tradition. Courses include: Religious Traditions in the Middle East, South Asian Religious Traditions, East Asian Religious Traditions, Abrahamic Traditions in History and Literature, Christianity in Modern Europe, Judaism, Christianity, Islam, Buddhism, Fundamentalisms, New Religious Movements. May be repeated for credit if topic is different. (5T) *Offered at least every year.*

**RLST 210. Religion and Acculturation (1).** An examination of the transmission of religious traditions across cultural, linguistic, and ethnic boundaries. Courses emphasize the mutual transformation of traditions and the communities that practice them through historical processes of transmission. Courses include: The Black Church in the U.S., Buddhism in North America, Islam in North America, Colonialism and Religion, Cyberreligions. May be repeated for credit if topic is different. (3B) *Offered at least every second year.*

**RLST 220. Religious Thought (1).** An examination of religious doctrines, ethics, and conceptions of reality in their historical contexts, with reference either to particular religious communities or to particular themes. Courses include: Theologizing Harry Potter, Violence and Non-Violence, Liberation Theologies, Human Rights and Human Responsibilities. May be repeated for credit if topic is different. (5T) *Offered at least once every year.*

**RLST 221. Comparative Religious Ethics (1).** Using the atrocities and acts of courage committed by “ordinary people” during the Holocaust as the central problematic to be investigated, this course examines the ethical perspectives offered by particular strands of Buddhism, Christianity, Judaism, and Confucianism. Emphasis is placed on grappling with the problems and possibilities of ethical relativism in a global context. (Also listed as Interdisciplinary Studies 233.) (5T) *Offered at least every second year.*

**RLST 230. Religious Practice (1).** A study of diverse forms of religious practice in one or more traditions. Special emphasis is placed on exploring the relationship between religious practices, experiences, and concepts. Courses include: Gender in Religious Practice, Popular Piety and Heresy in the Middle Ages, Religion in Daily Life, Sacred Spaces, Art and Performance in Religious Traditions. May be repeated for credit if topic is different. (3B) *Offered at least every second year.*

**RLST 240. Religious Language and Literature (1).** A close reading of religious literature and study of conceptions of language in one or more traditions, with an emphasis on understanding the history of their interpretation and developing appropriate methods of scholarly interpretation. Courses include: The Old Testament, The New Testament, The Qur’an, Religious Biography and Autobiography, Interpreting Buddhist Literature. May be repeated for credit if topic is different.

**RLST 250. Interdisciplinary Approaches to the Study of Religion (1).** An introduction to diverse approaches employed in the academic study of religion. This methodological course provides a common point of reference for the exploration of the nature, meaning, and function of religion, as well as diverse angles of vision through which students can view and shape their future endeavors in relation to their current studies. (5T) *Offered each fall.*

**RLST 280. Seminar: Selected Topics in Religious Studies (.5, 1).** A study of individual persons, central issues, or major movements. May be repeated for credit if topic is different. *Offered occasionally.*  
*Prerequisite: varies with topic.*

**RLST 380. Seminar: Selected Topics in Religious Studies (.5, 1).** A study of individual persons, central

issues, or major movements. May be repeated for credit if topic is different. *Offered occasionally.*  
*Prerequisite: at least 3 courses in religious studies or consent of instructor.*

**RLST 385. Senior Thesis in Religious Studies (1).** As the culmination of their major in religious studies, students undertake a substantial independent research project culminating in a thesis paper (or equivalent in another medium). Course meetings offer students guidance in the writing process, as well as the opportunity to examine, reflect on, and articulate the value of their education, both for themselves and for those they encounter in their lives beyond Beloit College. (CP) *Offered every spring.* *Prerequisite: Senior standing and a declared religious studies major, or permission of instructor.*

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

**RLST 395. Teaching Assistant (.5).** *Graded credit/no credit.* *Prerequisite: at least junior standing and consent of instructor.*

**RLST 396. Teaching Assistant Research (.5).** *Prerequisite: at least junior standing and consent of instructor.*

# Sociology

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*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. Sociology's tools include: (1) 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, and (3) practical research skills. Sociology at Beloit engages students and faculty together in raising questions, seeking answers, and searching for ways to improve our social and individual lives.*

## Faculty

KIERAN BEZILA

CARLA DAVIS, chair

KATHRYN LINNENBERG

KENDRA SCHIFFMAN

CHARLES WESTERBERG

CAROL WICKERSHAM

## 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.

## Description of 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.*

### 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 will include refugee resettlement, welfare, human rights, civil rights, torture, substance abuse, globalization, and hunger, as well as those chosen by class participants. The course will be 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: Sociology 100 or 150, or consent of instructor.*

**SOCI 211. Research Methods (1).** An introduction to the principal research strategies available to sociologists. This class will focus on three methods: qualitative observation, qualitative interviewing and quantitative surveying. Class members will 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 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. (Also listed as Critical Identity Studies 220.) *Offered each year. Prerequisite: Sociology 100 or 150, or consent of instructor.*

**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. (Also listed as Critical Identity Studies 221.) *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. (Also listed as Critical Identity Studies 226.) *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. (Also listed as Critical Identity Studies 231.) *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. (Also listed as Critical Identity Studies 245.) *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? (Also listed as Critical Identity Studies 250.) *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 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 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 will explore 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. *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 relationships; 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 will 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 will experience, describe, and analyze the challenges of civic engagement, service, and leadership. Each student will spend approximately seven hours a week (90 hours per semester) at an assigned field site supervised by experienced community leaders. In addition, all will 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 will produce a literature review, whereas students taking the course for the second time will produce a project or research proposal. Students must apply and provide references for acceptance to the program. Applications are available from Carol Wickersham or online at [www.beloit.edu/duffy](http://www.beloit.edu/duffy).*

**SOCI 290. Topical Studies in Sociology (.5, 1).** This course utilizes a sociological perspective to examine an array of topics. 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 will 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 will also focus on the structure of the sociology major, a liberal arts education, and post-college pathways. (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: elected major in sociology and Sociology 211.*

**SOCI 390. Special Projects (.25 - 1).** Primarily for students interested in investigating a specialized research problem. Individual work under faculty supervision. *Prerequisite: major in sociology and consent of a department faculty member. Sophomore standing.*

**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.

# Theatre, Dance and Media Studies

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*The department of theatre, dance and media studies provides an experiential program that focuses on academic knowledge and creative expression within a liberal arts context. We value a learning and creative environment that welcomes differences of gender identity, ability level, and cultural heritage. We recognize our responsibility as artists and citizens to consider individual rights and social justice in our work. Our work is inherently collaborative, and we seek to model this in the classroom, creative projects, and in our connections to the wider campus and community. Our courses offer exploration of the core perspectives necessary within four tracks: performance, production, dance, and media studies. We believe theatre, dance and media studies students must develop practical, collaborative and problem-solving skills as they find their individual artistic voices and visions. Students develop a strong theoretical grounding and connect creative work to academic endeavors, personal values, and the multiple cultures with which we engage. Graduates of Beloit College's TDMS program are not only artists, but are also prepared to live as self-actualizing citizens and individuals. Our classes offer students opportunities to think critically, create adventurously, and collaborate successfully. We empower students with knowledge and encourage the pursuit of excellence in all that they do. Graduates recognize their TDMS major as integral to their liberal arts education, applying it to the rest of their creative, professional, and personal lives.*

## Faculty

ALICIA BAILEY

MARINA BERGENSTOCK

JOE BOOKMAN (media studies)

CHARLES DRURY

CHRIS JOHNSON, chair (dance)

JOHN KAUFMANN

CYNTHIA McCOWN

CHELSEA McCracken

LAUREN ROARK

AMY SARNO

GINA T'AI (dance)

SARAH WOLF (dance)

## Theatre, Dance and Media Studies Major

Students electing to major in theatre, dance and media studies may select from the following four tracks:

*(Note: All courses listed below are worth 1 unit unless otherwise noted.)*

### Dance

(12.5 units)

1. Theatre, Dance and Media Studies 202 and 360 (.5 unit).
2. Two units of contextual theories and perspectives: Theatre, Dance and Media Studies 237 and 242.
3. Four units of technique chosen in consultation with the advisor from among Theatre, Dance and Media Studies 113 (.5), 115 (.5), 117 (.5), 213 (.5), 215 (.5), 217 (.5), 313 (.5), 315 (.5), and 317 (.5). (At least 1 unit must be at the 300 level and 1 unit must be ballet.)
4. One unit of production skills: Theatre, Dance and Media Studies 112.
5. Two units to develop expertise chosen from department offerings in consultation with the advisor.
6. Two units to broaden perspectives chosen from outside the department in consultation with the advisor.
7. Only 1 unit of Theatre Practicum in at least two different areas may be counted for the dance field of concentration.
8. Students are required to serve on two crew assignments. Crew assignments must not overlap, and must differ in nature. Crew assignments are to support theatre, dance, or broadcast production, and no two assignments are to be in the same area (i.e. scenic, lighting, costume, etc.).
9. Writing/communication requirement: Competent communication in theatre, dance, or media studies is attained through the successful completion of various courses pertinent to three distinct interactive modes. Physical and oral proficiency is achieved in acting and dance courses, Theatre, Dance and Media Studies 101, and practica (participation in production). Proficiency in writing is acquired in Theatre, Dance and Media Studies 107, 199, 202, 235, 236, and 237. Visual communication skills are

gained in broadcast courses, design courses, and stagecraft courses. Graduating majors must be able to communicate clearly through the medium in which they have concentrated. 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.

### **Media Studies**

**(12.5 units)**

*This major is open only to students matriculating at Beloit College prior to fall 2017. As a result of the formation of a media studies program at Beloit, a media studies major will be available in the near future. For further information, students interested in declaring media studies as a major should contact Professor Joe Bookman.*

1. Theatre, Dance and Media Studies 202 and 360 (.5 unit).
2. Four units of introductory media skills: Theatre, Dance and Media Studies 101, 150 or Art 115, Theatre, Dance and Media Studies 106, and 1 introductory course in journalism (Journalism 125 or English 226).
3. Three units of theories and perspectives: Theatre, Dance and Media Studies 107, 262, and 362.
4. Two additional units in media skills chosen in consultation with the advisor from the following list of courses: Art 150, 225, 325, Interdisciplinary Studies 222, Journalism 225, 228, Theatre, Dance and Media Studies 165, 245 (**Note:** A student minoring in journalism can only “double count” one journalism course for both the major and the minor).
5. Two additional units in theories and perspectives chosen in consultation with the advisor from the following list of courses: Art 270, History 245, Political Science 215, 216, 265, Sociology 150, 205, 211, 235, or Theatre, Dance and Media Studies 199.
6. Only 1 unit of practicum in at least two different areas may be counted for the media studies field of concentration.
7. Students are required to serve on two crew assignments. Crew assignments must not overlap, and must differ in nature. Crew assignments are to support theatre, dance, or broadcast production, and no two assignments are to be in the same area (i.e. scenic, lighting, costume, etc.).

8. Writing/communication requirement: *See dance major.*

### **Performance**

**(13.5 units)**

1. Theatre, Dance and Media Studies 202 and Theatre, Dance and Media Studies 360 (.5 unit).
2. Two units of historical perspectives: Theatre, Dance and Media Studies 235 and 236.
3. Three units of introductory technique and analysis: Theatre Dance and Media Studies 106, 112, and 199.
4. One unit of dramatic literature (Theatre, Dance and Media Studies 234, 244, 252, or 250, if appropriate).
5. Two units of performance technique chosen in consultation with the advisor from the following: Theatre, Dance and Media Studies 206, 306, 310, 340, or 351.
6. Two units to develop expertise chosen from department offerings in consultation with the advisor.
7. Two units to broaden perspectives chosen from outside the department in consultation with the advisor.
8. Only 1 unit of practicum in at least two different areas may be counted for the performance field of concentration.
9. Students are required to serve on two crew assignments. Crew assignments must not overlap, and must differ in nature. Crew assignments are to support theatre, dance, or broadcast production, and no two assignments are to be in the same area (i.e. scenic, lighting, costume, etc.).
10. Writing/communication requirement: *See dance major.*

### **Production**

**(13.5 units)**

1. Theatre, Dance and Media Studies 202 and 360 (.5).
2. Two units of historical perspectives: Theatre, Dance and Media Studies 235 and 236.
3. Three units of introductory technique and analysis: Theatre, Dance and Media Studies 106, 112, and 199.
4. One unit of drawing chosen in consultation with the advisor from either Art 115 or 135.

5. Two units of design and/or production expertise chosen in consultation with the advisor from the following: Theatre, Dance and Media Studies 116 (.5), 122 (.5), 220 (.5), 227, 228, or 390 (.25 - 1).
  6. Two units to develop expertise chosen from department offerings in consultation with the advisor.
  7. Two units to broaden perspectives chosen from outside the department in consultation with the advisor.
  8. Only 1 unit of practicum in at least two different areas may be counted for the production field of concentration.
  9. Students are required to serve on two crew assignments. Crew assignments must not overlap, and must differ in nature. Crew assignments are to support theatre, dance, or broadcast production, and no two assignments are to be in the same area (i.e. scenic, lighting, costume, etc.).
  10. Writing/communication requirement: *See dance major.*
3. One additional unit chosen in consultation with advisor from Theatre, Dance and Media Studies 206, 236, 306, 310, 350, 351, 360 (.5), 390 (.25-1), or theatre practicum credit. (Only one Theatre, Dance and Media Studies 390 (special project) may be counted toward the minor.)
  4. Recommendation to serve on one crew assignment to support theatre or dance.

### Theatre Production Minor

(6 units)

1. Theatre, Dance and Media Studies 112.
2. One unit chosen from Theatre, Dance and Media Studies 106, 199, or 235.
3. Four units chosen in consultation with advisor from Theatre, Dance and Media Studies 114, 116 (.5), 140, 202, 220 (.5), 227, 228, 250 (if production topic), 321, 390 (.25-1). At least 1 unit must be at the 100 level, at least 2 units must be at the 200 level. (Only 1 Theatre, Dance and Media Studies 390 (special project) may be counted toward the minor.)
4. Recommendation to serve on one crew assignment to support theatre or dance.

*Note: The department of theatre, dance and media studies encourages an internship, field term, or summer participation in a professional theatre environment or specialized overseas study in theatre.*

### Dance Minor

(6 units)

1. Three units chosen in consultation with the advisor from Theatre, Dance and Media Studies 112, 202, 237, 242, 246 or Interdisciplinary Studies 380.
2. Two units of technique chosen from Theatre, Dance and Media Studies 113 (.5), 115 (.5), 117 (.5), 213 (.5), 215 (.5), 217 (.5), 313 (.5), 315 (.5), and 317 (.5). At least 1.5 units must be at the 200 level or above, .5 unit must be ballet.
3. One unit of electives within Theatre, Dance and Media Studies chosen in consultation with the advisor.
4. Recommendation to serve on one crew assignment to support theatre or dance.

### Theatre Performance Minor

(6 units)

1. Theatre, Dance and Media Studies 106, 112, 199, 202.
2. Theatre, Dance and Media Studies 235 or 236 (235 recommended; 236 may be substituted in consultation with the advisor).

### Description of Courses

**TDMS 101. Public Address (1)** This course explores the basic principles of public address and oral interpretation. The course begins by focusing on the relationship between speaker and audience as active participants in an interpersonal communication. Public Address introduces both speech preparation for informative and persuasive speaking and the interpretation of literature (both prose and poetry) in public speaking situations. A special focus is on the use of voice and diction. (2A) *Offered each fall.*

**TDMS 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 each semester.*

**TDMS 107. Mass Media and Social Change (1).** This course explores the history, role in social change, and structures of radio, television, print, and digital media. This course looks at mass media's vital role in promoting and preventing change in the world. The focus is global, in that case studies from other nation-states are integrated into discussions of media and its role in social change. (5T) *Offered each spring.*

**TDMS 109. Ballroom Dancing (.25).** An introduction to ballroom dancing, including basic steps in some of the most popular European, Latin, and American

ballroom dance rhythms. Rhythms taught include rumba, cha-cha, mambo, tango, waltz, foxtrot, jitterbug (swing), jive, and polka. Additional rhythms may be chosen from salsa, samba, pasodoble, Viennese waltz, merengue, charleston, etc., based on student interest. Discussion about the history of ballroom dance and the relationships between dance styles and other cultural phenomena. (2A) *Offered each fall.*

**TDMS 112. Introduction to Design and Technology (1).** An introduction to the principles of design and technology for the stage. This class 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 class does not presuppose any technical knowledge. (2A) *Offered each fall.*

**TDMS 113. Modern Dance I (.5).** A dance technique class that incorporates various modern dance styles. The emphasis is on alignment, stretching, quality of motion, and performance attitude. (2A) *Offered each fall.*

**TDMS 114. Costume Techniques (1).** Students will learn a range of costume-related skills, which include millinery, mask-making, and corset-making. Sewing skills will be enhanced through the process of building costume accessories. An overview of period styles will be examined through film and examination of authentic period clothing. In addition, silk painting, dyeing, and other theatrical fabric modification techniques will be taught. *Offered even years, fall semester.*

**TDMS 115. Ballet I (.5).** Introduction to the classic dance form of ballet. Fundamentals of ballet technique are taught in the classical manner, with exercises at the barre, center work, and movement combinations, designed to acquaint students with the basic principles of ballet. Students will learn to observe, analyze, and perform classical ballet movements and acquire fundamental understanding of vocabulary, theory, and aesthetics of the art form. (2A) *Offered each fall.*

**TDMS 116. Color Theory (.5).** This course provides an introduction to color theory with emphasis on its application to the visual arts. Students learn key terms and the basics of color physics and the physiology of visual perception. The course covers theories and practices of color relationships based on a color sphere incorporating both color and value with primary, secondary, and tertiary colors identified. The course explores characteristics such as hue, value, and saturation; additive and subtractive color mixing; color interaction; simultaneous contrast; transparency; the relationship between form and color; and the spatial effects of colors. (2A) *Offered odd years, spring semester.*

**TDMS 117. Jazz Dance I (.5).** A course in the theory and technique of contemporary jazz dance. Each class will entail practical application of the basic elements of the jazz style, including alignment, stretch, strength, isolations, movement style combinations, and basic dance vocabulary. Discussions will include the importance of space, dynamics, and projection as a means of creating variety in dance. (2A) *Offered most spring semesters.*

**TDMS 122. Elements of Design (.5).** The purpose of this course is to develop visual literacy. Students explore the role of design as a part of the production process. Study of the elements and principles of design are emphasized and examined as they apply to scenic, lighting, and costume design. The course covers both two- and three-dimensional design, basic presentation and visual communication skills, research, and project analysis/organization. Course projects include 2-D & 3-D techniques, including collage, model building, sculpting, drawing, and painting. Students are required to furnish art supplies and materials. (2A) *Offered even years, spring semester.*

**TDMS 140. Stage Management (.5).** Basic principles, responsibilities, duties, problems, and actual training in specific skills needed to become a stage manager at any level. *Offered odd years, spring semester.*

**TDMS 142. Dance Improvisation (.5).** This is a movement-based improvisation course using dance and theatre improvisation techniques. Students will experience movement discovery through individual and group improvisation. The course will fuse creation with execution and focus on developing the skill of listening and responding with the body while emphasizing movement as a sensorial experience. (2A) *Offered odd years, spring semester.*

**TDMS 150. Broadcast Production (1).** Control room techniques, studio practices, elementary transmission theory, program production for radio and television, plus an introduction to film-style production. Lecture with lab. (2A) *Offered each fall.*

**TDMS 165. Journalism for the Media (1).** The study and practice of skills used in broadcast journalism. News sources, writing, production for radio and television, history, ethics, and impact on society are some of the topics to be studied. *Offered occasionally.*

**TDMS 199. Script Analysis (1).** A study of major methods of dramatic and play analysis accompanied by extensive play reading. Works will be analyzed from the points of view of the scholar, critic, director, designer, and actor. Major papers required. *Offered even years, fall semester.*

**TDMS 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 and media artist in a postmodern world. Throughout the class, students of dance, theatre, and media studies explore the course material in relation to their chosen medium to stretch the boundaries of their imagination. (5T) *Offered each year; check with the department for semester. Prerequisite: sophomore standing and must have completed at least 2 theatre, dance and media studies courses or consent of instructor.*

**TDMS 206. Acting: Character and Scene Study (1).** Continuation of the acting skills studied in Fundamentals of Acting. Study of character development integrated with comparable study of scene and play analysis as it affects the performance of a role. Intensive scene workshop. *Offered every third semester. Prerequisite: TDMS 106 or consent of instructor.*

**TDMS 213. Modern Dance II (.5).** A continuation of Modern Dance I with further emphasis on movement proficiency and combinations. May be taken up to two times for credit. (2A) *Offered each semester. Prerequisite: TDMS 113 and one from TDMS 115 or 117.*

**TDMS 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. May be taken up to two times for credit. (2A) *Offered each fall. Prerequisite: TDMS 115 and 1 from TDMS 113 or 117.*

**TDMS 217. Jazz Dance II (.5).** A continuation and extension of the principles addressed in Jazz Dance I. More sophisticated techniques, step variations, and stylistic combinations will be incorporated. May be taken up to two times for credit. (2A) *Offered odd years, spring semester. Prerequisite: TDMS 117 and 1 from TDMS 113 or 115.*

**TDMS 220. Scenic Painting (.5).** This is an introductory-level course in scenic painting technique. Beginning with choice of paint and ending with touch-up, this class will work on the skills necessary to transform raw materials into a dramatic environment for a theatrical production. Students will be introduced to techniques such as faux painting (wood grain, marble, and foliage), glazes, washes, and other basic techniques needed to do *trompe-l'oeil*, the illusionistic representation of real objects. *Offered even years, fall semester. Prerequisite: TDMS 112 or consent of instructor.*

**TDMS 227. Scenic Design (1).** This course focuses on the fundamentals of scenic design theory through the application of basic mechanical and conceptual solutions in a variety of theatre spaces and genres for the development of research and presentation skills. Projects and readings may include comedy, tragedy, melodrama, musicals, opera, and ballet. *Offered occasionally. Prerequisite: TDMS 112.*

**TDMS 228. Lighting Design (1).** This course focuses on the fundamentals of lighting, including the history, styles, and aesthetics of lighting design. Exploration of the design process will include practical projects such as light plots, essays, and sketches for productions. Individual topics in lighting include optics, color psychology of light, position, control, distribution, and timing. *Offered odd years, spring semester. Prerequisite: TDMS 112.*

**TDMS 233. Script Writing (1).** Analysis of the craft of dramatic writing with emphasis on structure and dialogue. Practice in writing scripts for stage, television, and other media. (Also listed as English 215.) *Offered occasionally. Prerequisite: TDMS 202.*

**TDMS 234. Post-Colonial Drama (1).** This course specifically treats the dramatic literature of emerging nations, native populations, and minority cultures. The student will be exposed to a wide range of works by playwrights in non-Western and submerged Western traditions. Emphasis will be placed on plays written within the last two decades. (Also listed as English 234, when appropriate.) *Topics course. Offered odd years, spring semester. Prerequisite: English 190, 195, 196, or TDMS 199.*

**TDMS 235. Theatre History I (1).** The study of the development of world theatre from antiquity to the English Restoration, including a section on non-Western theatre traditions. Emphasis is placed on the examination of theatre as a cultural, social, political, and religious barometer of the times. Representative plays, practitioners, and practices will be examined. Required of all majors. (Also listed as History 217.) *Offered odd years, fall semester. Prerequisite: TDMS 106 or 112.*

**TDMS 236. Theatre History II (1).** Continuation of Theatre History I from the Restoration in England to mid-20th century. Required of all majors. (Also listed as History 218.) *Offered even years, spring semester. Prerequisite: TDMS 106 or 112.*

**TDMS 237. Dance History (1).** This course is an historical survey of the origins, growth, and development of theatrical dance. It will focus on the forces, processes, and personalities that influenced dance from early primitive societies to the present. *Offered odd years, spring semester. Prerequisite: at least 1 entry-level dance course or TDMS 106 or 112.*

**TDMS 242. Choreography (1).** Discussion and application of choreographic principles beginning with the basics of time, space, and line. The course then moves on to more complex issues of form, style, and abstraction. Students will compose movement studies for performance in class and for a studio performance at the end of the semester. Anyone interested in choreographing for *Chelonia*, the department's annual dance concert, must be registered for this class or have taken it previously. (2A) *Offered each fall. Prerequisite: sophomore standing or consent of instructor.*

**TDMS 244. Modern Drama (1).** The development of modern dramatic literature and theatre styles from Ibsen and Strindberg to Ionesco and Edward Albee, with consideration of significant variations in style as demonstrated by the chief contemporary dramatists of continental Europe, England, Ireland, and the United States. *Topics course. Offered occasionally. Prerequisite: English 190, 195, 196, or TDMS 199.*

**TDMS 245. Advanced Broadcast Production (1).** A course to develop and refine skills in radio and television production. Topics covered will include recording techniques, editing of sound, digital editing, performance skills, announcing, producing broadcast programs, field production, and directing for the broadcast media. *Offered each spring. Prerequisite: TDMS 150.*

**TDMS 246. Repertory Dance Company (RDC) (1).** Students enrolled in this course make up the membership and leadership of a dance company for the duration of the semester. Students plan a repertory to be performed at various venues in and around the Beloit community during that semester. They schedule outreach activities such as performances and lecture demonstrations. They have opportunities to teach, choreograph, and perform while simultaneously learning about and practicing arts management. All students registered for RDC are expected to attend the Self Employment in the Arts conference. Company "leaders" register for 1 unit taking on a larger leadership role and company "members" register for .5 unit. Ordinarily students taking the course for the first time are company "members." Students may repeat the course if they would like to register as company "leaders." *Offered occasionally. Prerequisite: sophomore standing and consent by audition.*

**TDMS 250. Topics in Theatre, Dance, or Media Studies (.5, 1).** An exploration of aspects of theatre or related fields in communication or dance, based on the particular interests and background of the instructor and/or demonstrated needs of the students. Designed for both the major and non-major in theatre. Such courses might include: Audition Workshop, Voice for the Actor, Costume History, Pattern Making of Period Styles, Costume Design, Design Research, and Dramatic Theory and Criticism. May be repeated for

credit if topic is different. (2A) *Offered occasionally. Prerequisite: varies with topic. The non-dominated version of this course is listed as TDMS 251.*

**TDMS 252. Drama of the British Renaissance (1).** When English 252 focuses specifically on dramatic literature, the course will be cross-listed here and may be taken for theatre arts credit rather than for credit in English. Such a course might include wide-ranging examination of Shakespeare's growth as a dramatist, using plays by Beaumont and Fletcher, Webster, Marlowe, and others for comparison and contrast. This course is conceived by reference not to specific writers or bodies of content in the British Renaissance, but to methodology: the study of dramatic art as expression and engagement of its historical context. (Also listed as English 252.) *Offered occasionally. Topics course. Prerequisite: English 190, 195, 196, or TDMS 199.*

**TDMS 262. Selling Performance and Media (1).** This course explores the business of media and performance. The organizational structures of mass media corporations (print, electronic, and digital) are considered as well as the for-profit and non-profit businesses of theatre, dance, and performance art. Issues to be considered include economic impact on a community, business practices, and the place performance and media have in the global economic markets. The essential question for the course addresses how performance and media organizations continue to remain financially solvent while offering audiences news and entertainment. Students are certain to recognize the incredible power money has over what is distributed by the media. *Offered odd years, spring semester. Prerequisite: junior standing or consent of instructor.*

**TDMS 306. Acting: Performance Styles (1).** Introduction and practice in the styles of performance appropriate to the literature of major dramatic periods and genres. Two styles will be covered each term. Styles covered may include: Greek, Elizabethan, Restoration, Commedia dell'arte, Molière, Farce, Absurdist, 19th-century Realism, Expressionism, and television/film. May be repeated for credit if topic is different. *Offered every fourth semester. Prerequisite: TDMS 106 and 206 or consent of instructor.*

**TDMS 310. 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 will also be stressed. *Offered odd years, spring semester. Prerequisite: TDMS 106, 112, and 199.*

**TDMS 313. Modern Dance III (.5).** A continuation of Modern Dance II with further emphasis on stylization

and performance attitude. May be taken up to two times for credit. (2A) *Offered each fall. Prerequisite: TDMS 213 and one from TDMS 215 or 217.*

**TDMS 315. Ballet III (.5).** A continuation and extension of the techniques learned in Ballet I and II, including application of more difficult elements of the ballet style. May be taken up to two times for credit. (2A) *Offered each spring. Prerequisite: TDMS 215 and 1 from TDMS 213 or 217.*

**TDMS 317. Jazz Dance Technique III (.5).** The study and practical application of jazz dance technique, building upon techniques and concepts learned in Jazz Dance I and II. Opportunities for creative exploration will be incorporated into the semester. May be taken up to two times for credit. (2A) *Offered even years, spring semester. Prerequisite: TDMS 217 and 1 from TDMS 213 or 215.*

**TDMS 321. Theatre Design Studio (.5).** Projects in design theory and conceptualization. Advanced work, individually oriented to develop graphic and analytic skills used in design, with special attention to portfolio development. The class will be a studio/seminar style course in which students regularly present their research, analysis, and designs to the class for discussion and critique. *Offered occasionally. Prerequisite: TDMS 112 and 227 or 228.*

**TDMS 340. Directing II (1).** Expansion of the development of directorial skills and techniques with emphasis on various theories and styles of directing. Many of the major directors from the past and present will be studied and their respective methods put into actual usage by the class as a stimulus to the student's own creative methods and imagination. Each student will direct a complete production of a one-act play for public performance. *Offered even years, spring semester. Prerequisite: TDMS 310 and junior or senior standing.*

**TDMS 342. Contact Improvisation (1).** 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 even years, spring semester. Prerequisite: TDMS 242 or consent of instructor.*

**TDMS 350. Advanced Topics in Theatre, Dance, or Media Studies (.5, 1).** Advanced study of dance 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.*

**TDMS 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 will propose a theme. Together students collaborate to realize a performance with scenery, costumes, lights, sound, media, movement, and action. 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 odd years, spring semester. Prerequisite: junior and senior standing or consent of instructor.*

**TDMS 352. Senior Project (.5).** Creative or research project in theatre, dance, or media studies conducted by a student under the supervision of a faculty advisor. *Prerequisite: senior standing as a theatre, dance and media studies major, consent of faculty advisor and chair of department.*

**TDMS 360. Professional Development Seminar (.5).** Professional Development Seminar is for all senior theatre, dance and media studies students (majors and non-majors) and juniors who are going abroad fall semester of their senior year. This course provides support and guidance for students as they investigate possible venues through which to continue their development as theatre, dance and media studies artists and practitioners in the professional realm. Course content includes the development of résumé/ curriculum vitae, artist statements, and networking skills. Additionally, students receive guidance as they research graduate schools, other continuing education possibilities, and job options, as well as the search/application process for each. (CP) *Offered fall semester. Prerequisite: senior standing or consent of instructor.*

**TDMS 362. Studying the Audience (1).** The audience is an active entity that message senders long to please and often misunderstand. This course examines theories of audience behavior, explores methods for studying audience and performer relationships, and considers developments being made to re-engage audiences for media and performance. *Offered even years, spring semester. Prerequisite: junior standing or consent of instructor.*

**TDMS 390. Special Projects (.25 - 1).** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. *Prerequisite: sophomore standing or consent of instructor.*

### Theatre Practicum

Supervised laboratory experience, offering .25 unit credit, in conjunction with actual productions or work

experiences directly related to department of theatre arts productions. No more than three practica may be elected in one term. Only 1 unit in at least two different areas may be counted for the theatre field of concentration. *Graded credit/no credit. Offered each semester.*

***Note:** Students may sign up for practica for participation in a departmental production only with an instructor's consent.*

- **TDMS 084. Choreography**
- **TDMS 085. Dance**
- **TDMS 086. Directing**
- **TDMS 087. House Management**
- **TDMS 088. Make-up**
- **TDMS 089. Properties**
- **TDMS 090. Sound**
- **TDMS 091. Acting**
- **TDMS 092. Box Office**
- **TDMS 093. Costumes**
- **TDMS 094. Lighting**
- **TDMS 095. Publicity**
- **TDMS 096. Scenery**
- **TDMS 097. Stage Management**
- **TDMS 098. Broadcasting**
- **TDMS 099. Pit Orchestra**

# Chapter 3

## Minors

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# Minor Fields of Concentration

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## Interdisciplinary

Beloit offers the following standard interdisciplinary minors:

**African studies**

**Asian studies**

**Cognitive science** (*see chapter 2*)

**Critical identity studies** (*see chapter 2*)

**Environmental studies** (*see chapter 2*)

**European studies**

**Health and society** (*see chapter 2*)

**Interdisciplinary minor: self-designed** (*see chapter 2*)

**Journalism**

**Latin American and Caribbean studies**

**Law and Justice**

**Medieval studies**

**Museum studies**

**Russian studies**

Interdisciplinary minors address a particular area of inquiry around a specialized theme. These minors include examination of intellectual, methodological, and practical implications of focusing inquiry in the context of values, ethics, public and personal responsibility, social issues, and global concerns.

Students may declare an interdisciplinary minor as early as their third semester, but no later than the beginning of their seventh semester. Such declaration requires approval of the interdisciplinary minor faculty advisor.

## Disciplinary

Disciplinary minors are offered by the following departments. *See chapter 2 under the appropriate department for descriptions.*

**Anthropology**

**Art**

Art history

Studio art

**Biology**

**Chemistry**

**Classics**

Classical civilization

**Computer science**

**English**

**Geology**

**History**

**Mathematics**

**Modern languages and literatures**

Chinese

French

German studies

Japanese

Russian

Spanish

**Music**

**Philosophy**

**Physics**

**Political science**

**Religious studies**

**Theatre, dance and media studies**

Dance

Theatre Performance

Theatre Production

# African Studies

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*African studies at Beloit College is an interdisciplinary program for the study of African politics, economics, cultures, and environment in a global context, focusing on themes such as development, democracy, regionalism, gender, ethnicity, environmental issues, poverty, conflict, AIDS, and other health issues. Students choose courses from a variety of disciplines in the arts and humanities, the sciences, and the social sciences. Many students who elect an African studies minor will build their plan of study to include a semester studying in an African country. The African studies minor is designed to provide students with multidisciplinary academic tools to effectively understand issues which they encounter and study. The curriculum in African studies offers important educational experiences for students contemplating careers in environmental affairs, politics, public health, law, diplomacy, and the arts.*

## Faculty

DAVID BOFFA (art and art history)

DANIEL BRÜCKENHAUS (history)

MICHELLE BUMATAY (modern languages and literatures)

SONJA DARLINGTON (education)

BETH DOUGHERTY (political science)

RACHEL ELLETT, advisor (political science)

SONYA JOHNSON (religious studies)

M. SHADEE MALAKLOU (critical identity studies)

BEATRICE MCKENZIE (history)

DARLINGTON SABASI (economics)

## African Studies Minor

(5.5 - 6 units)

1. Political Science 247 or 248.
  2. Four units drawn from the following courses, representing at least two domains:
    - a. Any of the following courses: Anthropology 262\*, 375\*; Biology 206\*, 215\*; Conservation Biology\*; Economics 204, 235\*; Education and Youth Studies 276\*; Geology 100\*, 110\*; History 210\*, 282\*; Mathematics 103\*; Political Science 248, 249\*, 250, 261\*, 262, 265; Religious Studies 200 (when topic is Islam).
  - b. No more than 2 units of an approved African or European language, usually Arabic, French, Portuguese, or Swahili.
  - c. Other courses, such as regular department courses, interdisciplinary courses, special projects, and study abroad, may meet this requirement with the consent of the African studies advisor.

*\*Because the primary emphasis of these courses is not Africa, they may count toward the minor if papers and/or projects are done that focus on an African topic. Such courses must be approved by the instructor and the African studies advisor, and students will be asked to submit a portfolio of their work to the African studies advisor.*
3. African Studies 385 (.5, 1), an independent study or directed readings course. Students who do not complete a study abroad experience will be required to take African Studies 385 for 1 unit.
  4. Minors are strongly encouraged to complete at least one semester of study abroad in Africa; options include Beloit's Morocco, Senegal, and student teaching in South Africa programs, the ACM programs in Botswana and Tanzania, and independent study programs. Upon consultation with the minor advisor, course work taken through an approved study abroad program may substitute for required and elective courses. No more than 3 units of study abroad credit may count toward the minor.

## Description of Courses

**AFST 385. Senior Thesis (.5, 1).** Individually planned programs of reading, writing, research, and consultation under the supervision of a faculty member. This project will serve as the capstone for the African studies minor. Students may work to elaborate and enhance projects done on a semester abroad or may undertake a set of readings and research to tie together previous course work.

**AFST 390. Special Projects (.5 - 1).** Prerequisite: sophomore standing.

# Asian Studies

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*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.*

## Faculty

JOY BECKMAN (art history and director of the Wright Museum of Art)

ANDRÁS BOROS-KAZAI (international relations)

SHATANJAYA DASGUPTA (economics)

JENNIFER ESPERANZA (anthropology)

NATALIE GUMMER (religious studies)

ROBERT LaFLEUR, advisor (history and anthropology)

SUSAN FURUKAWA (modern languages and literatures)

JINGJING LOU (education)

DEBRA MAJEED (religious studies)

AKIKO OGINO (modern languages and literatures)

WARREN BRUCE PALMER (economics)

DIEP PHAN (economics)

JOHN RAPP (political science)

PHILIP SHIELDS (philosophy)

PAUL STANLEY (physics)

DANIEL YOUND (modern languages and literatures)

## Asian Studies Minor

(6 units)

1. 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.
2. Asian Studies 351 (.5 unit).
3. Two units of an approved Asian language, usually Arabic, Chinese, or Japanese.

4. 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. OR

- 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 Chinese language and culture or Japanese language and culture may not elect the Asian studies minor.*

## Resources and Opportunities

Beloit College offers its students excellent opportunities to study in Asia through its own exchange programs and through programs offered by other institutions. Students regularly study in China, Hong Kong, and Japan. In recent years, they have also studied in India, Mongolia, Nepal, and Thailand.

The Beloit College Center for Language Studies (CLS) offers intensive eight-week summer programs in Chinese and Japanese (and other languages). This demanding program requires a high degree of motivation but provides rapid language acquisition in a small, personal setting.

Both the Logan Museum of Anthropology and the Wright Museum of Art at Beloit College have impressive holdings related to Asian culture and civilization.

## Description of Courses

*Interdisciplinary courses—for other qualified courses, contact the Asian studies advisor.*

**ANST 242. China: The Long Revolution (1).** This course provides students with the background to modern Chinese history and culture in order to understand political and other events in contemporary China. This is an interdisciplinary course that explores the revolution not just in politics, but the arts, literature, economics, and society from the 19th century to the present. We explore this revolution through several topics that each cross many chronological periods. (3B) (Also listed as Political Science 241) *Prerequisite: Political Science 130, or any 1 course on China, or consent of instructor.*

**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 will focus 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–Chinese history and culture or Japanese history and culture. A comparable course in Asian studies may count with consent of Asian studies advisor.*

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

# European Studies

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*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, classics, economics, English, history, modern languages and literatures, music, philosophy, political science, sociology, and theatre, dance and media studies. 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.*

## Faculty

DANIEL BAROLSKY (music)  
ANDRÁS BOROS-KAZAI (international relations)  
ELIZABETH BREWER (international education)  
DANIEL BRÜCKENHAUS, advisor (history)  
MICHELLE BUMATAY (modern languages and literatures)  
ELLEN JOYCE (history)  
TAMARA KETABGIAN (English)  
EDWARD MUSTON (modern languages and literatures)  
DONNA OLIVER (modern languages and literatures)  
JOHN RAPP (political science)  
AMY TIBBITTS (modern languages and literatures)  
PABLO TORAL (political science)  
LISL WALSH (classics)

## 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. Course work 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. Normally, this will happen as part of International Symposium or Student Symposium.
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 toward the minor:

Art History 120, 125, 250, 255

Classics 100, 200, 220, 225, 250, 251

Economics 209

English 195, 251, 252, 253, 254, 263

French 218, 220, 250, 275, 280, 285, 305

German 218, 220, 250

History 200, 205, 221, 222, 223, 225, 235, 266, 267, 268

Interdisciplinary Studies 234, 242, 255, 272

Latin or Greek: any 200- or 300-level course

Music 150

Philosophy 200, 205, 234, 238, 280, 285, 350

Political Science 235, 237, 238, 239, 240, 265, 280, 285

Russian 210, 215, 220, 250, 255, 260, 310, 315, 360

Russian Studies 250, 270

Sociology 200

Spanish 215, 240, 370, 375

Theatre, Dance and Media Studies 235, 236, 244, 252, 306

### The following courses may also apply toward the minor when Europe is the focus:

Art History 285

Classics 230

Economics 380

English 257, 258

French 360, 380

History 150, 210, 295, 310

Philosophy 110, 240

Political Science 130, 180, 295, 330

Religious Studies 200, 230

Spanish 250, 285, 290, 295, 320

Practicum credit in the theatre, dance and media studies department may be counted for the minor if the student participates in, or works on, a show that focuses on European content.

# Journalism

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*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).*

## Faculty

CHRISTOPHER FINK (English)

SHAWN GILLEN, advisor (English)

## Journalism Minor

(5 units)

1. Journalism 125.
2. Journalism 225 or 264.
3. One 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.

## Description of 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. (2A) *Offered each fall.*

**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. (2A) *Offered each spring. Prerequisite: Journalism 125 is recommended.*

**JOUR 228. Practicum in Literary Editing (1).** *See English 228 for course description. Prerequisite: junior standing or consent of instructor.*

**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: English 190; Journalism 125; Theatre, Dance and Media Studies 202; 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.*

# Latin American and Caribbean Studies

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*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 course work 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.*

## Faculty

LISA ANDERSON-LEVY (anthropology)

NANCY KRUSKO (anthropology)

SONYA JOHNSON (religious studies)

KATHERINE JOHNSTON (history)

SYLVIA LÓPEZ, advisor (modern languages and literatures)

BEATRICE MCKENZIE (history)

AMY TIBBITTS (modern languages and literatures)

PABLO TORAL, (political science)

OSWALDO VOYSEST (modern languages and literatures)

## 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 Anthropology 211\*; Biology 206\*; Economics 204\*, 209\*, 235\*; French 280 and other French courses when topics apply to Latin America and/or the Caribbean; History 150\*, 210\*, 235\* (also listed as Critical Identity Studies 235), 282 (also listed as Critical Identity Studies 282), 283, 310\*, 383, 385\*; Interdisciplinary Studies 265, 288 (Quito in Transition); Mathematics 103\* (also listed as Interdisciplinary Studies 103\*); Political Science 230\* (also listed as Health and Society 230\*), 240\*, 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.
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.

*\*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.*

### Recommendations:

- 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 Beloit College's Ecuador program, the Associated Colleges of the Midwest (ACM) programs in Costa Rica, ISEP programs, or other 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.*
- *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.*

# Law and Justice

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*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.*

## Faculty

SHATANJAYA DASGUPTA (economics)  
RACHEL ELLETT (political science)  
BEATRICE MCKENZIE (history)  
JOHN McMAHON (political science)  
MATTHEW TEDESCO (philosophy)  
PABLO TORAL (political science)  
CHARLES WESTERBERG (sociology)  
LAWRENCE WHITE, advisor (psychology)

## 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 three 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 234, 239.
  - d. Philosophy 221, 224, 243, 280, 285.
  - e. Political Science 221, 225, 227, 237, 251, 255, 262, 280, 285, 380.
  - f. Psychology 239.
  - g. Religious Studies 220 (when content is appropriate), 221.
  - h. 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.

# Medieval Studies

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*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 nation-states. 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).*

## Faculty

KOSTA HADAVAS (classics)

ELLEN JOYCE, advisor (history)

LISA HAINES WRIGHT (English)

## Medieval Studies Minor

(6 units)

1. Interdisciplinary Studies 217/ History 223.  
Offered every year, this course will serve as the core course for the minor.
2. Three (or 4) of the courses listed below in art history, history, literature, philosophy, and religion, 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 120, 250, 285\*, 335\*; English 251\*; History 150\*, 210\*, 264, 310; Latin 215; Spanish 320\*.

*\*Courses marked with an asterisk may count toward the minor only when the topic is appropriate.*

*Note: 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. Minors are also strongly encouraged to participate in the Interdisciplinary Studies 350 seminar, if space permits, and if they are undertaking a substantial independent project.
4. Two semesters of Latin (Latin 100, 105, or more advanced work) or one semester of a relevant foreign language at the intermediate level (French 210, Spanish 210, German 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 course work 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.

# Museum Studies

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*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 (1) understanding of the contexts and uses of cultural and natural objects and collections, (2) awareness of the legal, ethical, social, and other roles and responsibilities of museums as educational institutions, and (3) practical experience in on- and off-campus museums.*

## Faculty

DAN BARTLETT

JOY BECKMAN (art history)

KEVIN BRAUN (chemistry)

DARRAH CHAVEY (mathematics and computer science)

SHANNON FIE (anthropology)

WILLIAM GREEN, advisor (anthropology)

ELLEN JOYCE (history)

NICOLETTE MEISTER

## Museum Studies Minor

(6 units)

1. Museum Studies 145 and 275.
2. Two units from Anthropology 217 or 218; Anthropology/Museum Studies 247; Art History 130; 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. Participation in the ongoing programs of the Beloit College museums.

5. FEP 200 (1 unit): an internship of at least 90 hours in a museum or other approved institution.
6. Only 1 course taken to satisfy a major may be counted toward the museum studies minor.

## Description of Courses

### MUST 145. Introduction to Museum Studies (1).

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.*

### MUST 247. Anthropological Research in Museums

(1). *See Anthropology 247 for course description.*

*Offered even years, fall semester. Prerequisite:*

*Anthropology 201.*

### MUST 260. Museum Education and Informal

**Learning (1).** A practicum and seminar on the theory

and practice of education in museums and similar informal learning environments. Topics include types of museum education, history and current trends, learning theories and styles, object-based learning, and program development. Students participate in museum education projects for diverse audiences and various community outreach programs. (Also listed as Education and Youth Studies 260.) *Prerequisite: sophomore standing or consent of instructor.*

### 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 or consent of instructor.*

### 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 will 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 290. Exhibition Workshop (.25).** Students work with Wright Museum staff to install an exhibition in the Wright Museum of Art. Through group work, lecture, exhibit tours, and hands-on experience, students are introduced to exhibition design, development, and installation. They also learn how to mat and frame artwork, light a gallery, develop an exhibition layout, handle and install artwork/objects, and write museum label copy. *Offered each fall during New Student Days. This course cannot be repeated.*

**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 390. Special Projects (1).** A directed independent study course relating museum theory to practical experience. Appropriate topics selected in consultation with the program advisor.

# Russian Studies

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*Russia is a country rich in culture and history, with a remarkably expressive language and an even more remarkable national literature. The contribution of Russian thinkers and artists to the world of ideas has been undeniably enormous. Although its status as a modern superpower has been somewhat tenuous since the demise of the Soviet Union, Russia continues to play a major role in the course of events throughout the world. The Russian studies program at Beloit is designed to allow students to explore this broad area of study through a multidisciplinary approach. The basic framework for the minor rests upon course work in language, literature, history, political science, and culture. Students will begin to understand the way Russians perceive themselves and the world around them, as well as the concerns that have motivated their actions throughout the years. This approach will provide students with a more complete picture of the complex nature of this country and its people.*

## Faculty

OLGA OGURTSOVA (modern languages and literatures)

DONNA OLIVER, advisor (modern languages and literatures)

J. PATRICK POLLEY (physics and astronomy)

JOHN RAPP (political science)

## Russian Studies Minor

(6 units)

1. Russian Studies 250 and Russian 105.
2. One unit from History 200, 205, or 210 (*if focus is on Russia*).
3. One unit from Russian 250, 255, or 260.
4. Students must complete 2 units of electives from the list below or any course not already elected from above:
  - a. Economics 209
  - b. History 210 (appropriate topic)
  - c. Political Science 238, 239, 240
  - d. Russian Studies 270
  - e. Any Russian language courses, 110 or above.
  - f. Other courses, such as interdisciplinary studies courses, special projects, and appropriate study-abroad courses may substitute for electives with the consent of the Russian studies advisor.

## Description of Courses

**RUST 250. A Survey of Russian Culture (1).** This course examines the essential themes that have persisted throughout Russia's long history and the way in which those themes are manifested in the cultural traditions of the Russian people. Topics include folklore, religion, music, art, literature, and social history. (5T)

**RUST 270. Topics in Russian and Soviet Film (1).** This course examines Russian and Soviet film from the 1920s to the present. Topics vary and may include the relations between Soviet and Western film theory; the depiction of Russian history in Soviet film (for example, the mythology of the October Revolution); the impact of *glasnost* on Soviet film; or developments in post-Soviet film. Films by pioneering Russian directors such as Vertov and Eisenstein will be studied in the context of their impact on film theory, as well as of their relation to Russian and Soviet history. (5T)

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

# Chapter 4

## Special Academic Programs

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# Special Academic Programs

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- **Academic Diversity and Inclusiveness Programs**
- **Academic Residencies**
- **Center for Language Studies (CLS) Summer Program**
- **English as a Second Language (ESL)**
- **International Education**
  - International Co-Curricular Activities
  - Study Abroad Programs
- **Off-Campus Programs (Domestic)**
- **Other Special Programs**
- **Other Summer Programs**
- **Physical Education, Recreation, and Athletics**
- **Pre-Professional Programs**
  - Environmental Management and Forestry Cooperative Program
  - Engineering Programs (see Chapter 2)
  - Pre-Law Preparation
  - Pre-Health Professions Preparation

# Academic Diversity and Inclusiveness Programs

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*Academic diversity and inclusiveness programs use an equity asset-based approach to student development and learning that helps students succeed in college by focusing on the assets (academic, social, and mental) that students bring with them to college. The programs housed under this division specialize in working with those who are first-generation college students (those whose parent(s) or main guardian(s) do not have a four-year degree), from low-income backgrounds, from underrepresented minority communities in higher education, identify as LGBTQ+, are undocumented, and/or those who have documented disabilities. Through targeted programming and resources in the form of workshops, classes, one-on-one academic counseling, mentoring, research and summer opportunities, and grant aid, students learn how to take ownership of their college education and experience.*

## Staff

JESSE CARR, Mellon Decolonizing Pedagogies Project post-doctoral fellow and Mellon Graduate School Exploratory Fellowship (GSEF) coordinator

ATIERA COLEMAN, McNair Scholars program director and WiscAMP co-PI

PAUL DIONNE, Inclusive Success initiative, coordinator

KRISTIN FREY, McNair Scholars program, operations coordinator

MARIA SCARPACI, SEL program, assistant director

MARIJUANA SAWYER, SEL program, director

NICOLE TRUESDELL, senior director of academic diversity and inclusiveness and adjunct assistant professor of critical identity studies

ALMA ZAMORA, academic diversity and inclusiveness, program coordinator

## The following are our academic diversity and inclusiveness programs:

### Student Excellence and Leadership (SEL) Program

Provides academic and social support for low-income, first generation, and students with disabilities to successfully complete a Beloit education. This is a Department of Education TRIO funded program.

### 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.

### Wisconsin Alliance for Minority Participation (WiscAMP)

Provides academic and social support for underrepresented minority students who wish to pursue a science, technology, engineering, and/or math (STEM) degree. WiscAMP is part of the Louis Stokes Alliance for Minority Participation (LSAMP), which is funded by the National Science Foundation.

### Inclusive Success Initiative

The inclusive success initiative coordinates student access to campus-wide resources and provides tailored programming in the form of peer support groups, a staff mentoring program, a peer mentoring program, and an individualized college success coaching program.

### Mellon Graduate School Exploratory Fellowship (GSEF) Program

The Mellon Graduate School Exploratory Fellowship (GSEF) is a five-year program aimed at diversifying the professoriate in the humanities and social sciences. This program works with students who have a minimum GPA of 3.0 and are either first-generation college, low-income, or underrepresented and who wish to attend graduate school.

## Description of Courses

### **OADI 101. Mentoring Forward Program: Developing an Academic Trajectory for Success (.25).**

This course focuses on the academic and social development of first-year students who want to create a successful academic trajectory for themselves. Through close one-on-one mentoring with a staff member, combined with class and individual meetings with the instructor, students will learn strategies to enhance their educational experience at Beloit and beyond. Mentors will work with students to better understand how educational and career paths inform each other and assist in the pursuit of purposeful lives. Students will learn and reflect on methods for building a more intentional approach to their education and skill development in the context of the liberal arts in practice. Reflective work on developing

an academic and career trajectory will be used to assist the way students approach their education at Beloit.

*Prerequisite: Permission of instructor.*

**OADI 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. (Also listed as FEP 150.) *Prerequisite: A 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 will be required via an application process in the fall semester.*

**OADI 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, this course will focus on helping students to see and understand their identities as positive assets for college success. Specifically, we will focus on how the experiences of being first-generation college, low-income, having a documented disability, and/or being from an underrepresented group in higher education is a valuable quality to have for one's collegiate development. Through readings, numerous writing assignment, class discussions, and workshops facilitated through the SSS department, students will learn how to critically reflect and articulate their value and assets at Beloit College as Beloit students. The end result will be 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.*

**OADI 250. McNair Scholars Graduate School Preparation Seminar: Equity and Access in U.S. Graduate Education (.5).** This course aims to provide students with the academic and social tools they need

to apply and gain entrance to graduate school and also to 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 each student works on an appropriate grant that she/he will submit. By the end of the course, students will 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 enter into, and remain in, graduate studies. *Offered each fall. Prerequisite: Current McNair Scholar with senior status.*

**OADI 251. 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.*

**OADI 255. GSEF Graduate School Preparation Seminar: Equity and Access in U.S. Graduate Education (.5).** This course aims to provide students with the academic and social tools they need to apply and gain entrance to graduate school and also to 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 each student works on an appropriate grant that she/he will submit. By the end of the course, students will 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 enter into, and remain in, graduate studies. *Prerequisite: Current GSEF (Graduate School Exploratory Fellowship) Scholar with senior status.*

**OADI 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.*

# Academic Residencies

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The **Scott Crom Visiting Philosopher Program** brings distinguished and influential philosophers to campus for three days of talks, discussions, and classrooms visits. Scott Crom was a beloved professor of philosophy at Beloit from 1954 to 1993.

The **Victor E. Ferrall, Jr. Endowed Artists-in-Residence Program** was inaugurated in 2001 to honor the college's ninth president. The program brings a performing or visual artist to Beloit to teach, direct workshops, and perform or exhibit his or her works. The Ferrall Residency rotates between the art and music departments.

The **Ginsberg Family Endowed Artists-in-Residence Program** was established in 1999 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 or seminars, organize shows of their works, work with students to curate exhibits of contemporary art, or create works in conjunction with students and faculty.

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**, through the Office of Academic Diversity and Inclusiveness (OADI), is named after Grace Ousley, the first African-American woman to graduate from Beloit College in 1904. Grace worked in the service of others before, during, and after her time at Beloit College, in the face of adversity. Her life was cut short at the age of 26. To honor this legacy, the Ousley Scholar in Residence will be 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 can translate their work for students and faculty/staff.

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 in Human Rights** brings a renowned leader in human rights to Beloit annually as the Weissberg Chair in International Studies. 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), the parent of a Beloit College graduate, the program originally focused on international studies. In 2008, the program 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.

# Center for Language Studies

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*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- or eight-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 200 hours of instruction. Total classroom 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 course work 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.*

*The Center for Language Studies is administered by Beloit's Office of Summer Programs.*

## Staff

SUSAN FURUKAWA, interim director of summer programs

OLGA OGURTSOVA, faculty director

## Description of Courses

### Chinese

**CHIN 100A, 105A. First-Year Chinese I, II (1 each).** Students of first-year Chinese receive an intensive

introduction to Mandarin. Class sessions establish a solid foundation of conversational, reading, writing, and listening comprehension skills. Traditional characters will be taught. A cultural component is interspersed with daily language studies. (1S)

**CHIN 110A, 115A. Second-Year Chinese I, II (1 each).** The second-year intensive course is designed for students who have completed one year of formal training (or its equivalent) in both written and spoken Mandarin. Through oral/aural exercises and graded reading sections, the course amplifies the material taught at the beginning level. After a thorough review of basic Mandarin grammatical structures and vocabulary, students add more traditional and simplified characters to perfect reading, writing, listening, and speaking skills. In the process, students transfer knowledge gained from the character-pattern learning approach of first-year Chinese to work with original Chinese texts drawn from literature, history, politics, and business. (1S)

**CHIN 200A, 205A. Third-Year Chinese I, II (1 each).** A course in conversation and composition, third-year, intensive Chinese increases proficiency in the four language skills by developing fluency in expression through reading, writing, and speaking Chinese. The course introduces students to a range of authentic materials, including essays, short stories, and newspaper articles in both simplified and traditional characters. The course also provides personalized instruction through selected readings in literature and the social sciences. (1S)

**CHIN 220A, 225A. Fourth-Year Chinese I, II (1 each).** With selected review of grammar and development of vocabulary, this course develops fluency of expression through reading, writing, and speaking Chinese. The class uses *Advanced Chinese, Intention, Strategy, and Communication*. Authentic supplementary texts from a variety of genres (literary, journalistic, etc.) are used where appropriate. Taught in Chinese. (1S)

### Japanese

**JAPN 100A, 105A. First-Year Japanese I, II (1 each).** The first-year course provides a solid foundation in basic Japanese. Students learn the two phonetic alphabets—Hiragana and Katakana—as well as approximately 150 Chinese characters (Kanji) and basic Japanese grammatical patterns. Through texts and supplementary materials, the course offers thorough instruction and rigorous training in all four language skills: listening, speaking, reading, and writing. Practice in the language laboratory and

individualized study sessions outside the classroom supplement the formal instruction. A cultural component is interspersed with daily language studies. (1S)

**JAPN 110A, 115A. Second-Year Japanese I, II (1 each).** The second-year course presents a review of basic patterns of Japanese and covers the essential Kanji characters. Classes and many cultural lectures are conducted in Japanese to stress training in comprehension (both reading and aural), speaking, and composition. Special emphasis is placed upon the development of free conversational skills. (1S)

**JAPN 200A, 205A. Third-Year Japanese I, II (1 each).** Third-year Japanese continues to develop more complicated and enhanced communicative abilities in all four language skills. Students develop an awareness of different styles and levels of speech, such as written and spoken styles, formal and informal speech, men's and women's speech, and especially Keigo, so that they can communicate appropriately in both written and spoken forms of the language. In addition, the ability to read and write about more complicated ideas and the expansion of knowledge of Kanji and vocabulary are also emphasized. The course uses selected literary works that vary from year to year. (1S)

**JAPN 215A, 225A. Fourth-Year Japanese I, II (1 each).** 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)

### Russian

**RUSS 100A, 105A. First-Year Russian I, II (1 each).** First-year Russian develops the "four skills" (speaking, listening, writing, and reading) in the context of a communicative-based text. The language is standard contemporary spoken Russian, and the reading texts, examples, and exercises are designed not just to inculcate the word order and intonation of contemporary Russian, but also to teach the students skills needed to speak Russian freely, beyond a mere copying of pattern skills. (1S)

**RUSS 110A, 115A. Second-Year Russian I, II (1 each).** Second-year Russian offers a comprehensive review of basic Russian grammar in the context of everyday situations and further develops students' listening, speaking, reading, and writing skills. Russian videos, cassette tapes, slides, and the Internet are used

as supplementary materials. Classes are conducted in Russian. (1S)

**RUSS 210A, 215A. Third-Year Russian I, II (1 each).** The task of third-year Russian 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, writing, and listening to Russian. Language acquisition and cultural awareness are integrated through the viewing, discussion, and analysis of classic and contemporary Russian films without subtitles. Classes are conducted in Russian. (1S)

**RUSS 310A, 315A. Fourth-Year Russian I, II (1 each).** This course provides an intensive review of Russian grammar in the context of current events and international relations. Students acquire a strong basis in political vocabulary as they continue to develop the four basic skills: reading, writing, speaking, and listening. The textbook is supplemented by materials on business Russian, thematically based dialogues, and role-playing exercises. To provide further topics for discussion, students view daily satellite news broadcasts from Russia. Language acquisition and cultural awareness are integrated through the viewing, discussion, and analysis of classic and contemporary Russian films without subtitles. Classes are conducted in Russian.

# English as a Second Language

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*The ESL program prepares non-native speakers of English for academic course work at the college. Students with sufficient, but less than native, English language competency (as demonstrated by TOEFL and SAT scores and other indicators) are admitted to the college but may need further work in ESL. The Admissions Committee may recommend intensive English language study at a reputable ESL institute prior to enrollment as a condition of admission.*

*A maximum of 2 units of course work in ESL may count toward the 31 units required for graduation.*

## Faculty

CHRISTINA EDDINGTON,  
instructor (Office of International Education)

## Description of Courses

**ESL 242. U.S. Culture and Film (1).** This is an all-skills course. Film develops students' overall command of English as they interact with multiple forms of language (spoken, written, formal, informal, academic, commercial, etc.). The class explores intercultural topics including cross-cultural adjustment issues, U.S. culture(s), and the U.S. academic culture and its expectations. Through films, varied readings, presentations, and discussions, students develop comparative cultural and historical knowledge. Assignments engage students in research and develop their analytical skills. *Offered each spring.*

**ESL 243. ESL Academic Skills Development (1).** For international students with a good command of English, this course provides an opportunity to develop a more sophisticated command of the four major language skills: reading, writing, speaking, and listening. It includes a review of the components of compositions and practice in research: outlining, summarizing, formatting, and writing short research papers. Through a variety of reading materials, students develop their vocabulary and reading strategies. Listening and speaking activities include practice in comprehending lectures, guest speakers, and/or tour guides; practice in note-taking skills; and strategies on how to be an effective participant in informal and formal classroom speaking activities. The course also includes a cultural component, with opportunities for students to learn more about the campus and community. *Offered each fall.*

# International Education

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*Beloit College has a distinguished history of providing international education. Shortly after its founding, it began enrolling international students and the children of Beloit graduates serving as missionaries abroad. In the early 1960s, a major initiative was launched to enhance the international character of the curriculum, provide faculty development opportunities to support international education, and to send students overseas to gain a “world view.”*

*In February 2002, the college’s commitment to international education was renewed when the board of trustees adopted a strategic plan stressing the importance of international education to a liberal arts education. Among the college’s current priorities for international education are to extend it to all students, not only those who study abroad or come to Beloit College as international students. Rather, through classroom and co-curricular learning, all Beloit students should engage in the kind of learning that an international education provides. The goals of this education are described in the college’s mission statement for international education:*

*“In providing a program of international education, Beloit College aspires to graduate students who, no matter where they live and work, will be able to understand their own identity and their relationship to others, be sensitive to commonalities and differences among and within cultures, have the ability to understand multiple perspectives, be knowledgeable about global forces, both human and physical, understand how their status and actions impact others, and contribute responsibly to humane and positive change.”*

*These goals are facilitated by a dynamic and comprehensive approach to international education. This approach includes the enrollment and support of students from around the world; study abroad opportunities; a curriculum rich in international and global content and attentive to the role of the United States; support for faculty, staff, and other resource development; the hosting of visiting scholars; and the encouragement of a campus environment hospitable to international education, including a full range of co-curricular activities.*

*In 2011, Beloit College received the Senator Paul Simon Award for Comprehensive Internationalization in recognition of the quality of its program of international education.*

*The Office of International Education, located in International House, is charged with facilitating Beloit College’s internationalization.*

*The Committee on International Education serves as an advisory group to the office.*

## Staff

ELIZABETH BREWER, director

CHRISTINA EDDINGTON, English as a second language (ESL) instructor

SHANNON JOLLY, assistant director and international student advisor

KATHY LANDON, program coordinator

JOSHUA MOORE, associate director

[www.beloit.edu/oie/](http://www.beloit.edu/oie/)

## International Co-Curricular Activities

International co-curricular activities are intended to involve the broad campus community in international education and to enable students to participate in activities both as observers and actors. Thus, at times, students are taught, while at others, they do the teaching.

Examples of current co-curricular activities promoting international education are:

**International Symposium.** This day-long, campus-wide event was inaugurated in November 2002 to provide a forum for students to make presentations about their studies in a country other than their own. While some students focus on questions arising from their cultural observations and interactions, others discuss findings from independent study projects.

**The Weissberg Program in Human Rights.** Funded by a generous donation to the college, the Weissberg Program’s mission is to prepare students to engage critically with human rights and develop effective and responsible strategies that promote and defend human dignity.

Since the Weissberg Program began in 1999, it has annually brought to campus a distinguished public figure to serve for one week as the Weissberg Chair in International Studies. In this role, the chair has extensive interactions with faculty and students through visits to classes and other opportunities for discussion. Additionally, the chair gives several public talks and often participates in scholarly panel discussions held in conjunction with the residency. The 2016/17 Weissberg Chair was Eskinder Negash, whose residency focused on refugees and immigrants. Other Weissberg Chair residencees have focused on children’s rights (Susan Bissell, Canada), indigenous peoples’ rights (James Anaya, U.S.A.), development

(Vandana Shiva, India; Elisabeth Rhyne, U.S.A.), transitional justice (Diego García-Sayán, Peru; Richard Goldstone, South Africa), public health (Sheila Tlou, Botswana), political transition (Yuri Dzhibladze, Russia) and conflict resolution (Jan Egeland, Norway).

In addition to an annual residency, the Weissberg program sponsors a fall human rights forum on human rights and provides supports to prepare students to address human rights post-graduation. These include grants to pursue hands-on experiences with human rights, job shadowing, a scholarship program, and a fellows program for recent graduates.

**Support for Student Projects.** A variety of sources provide funding for students to gain hands-on experience in the U.S. or abroad to enhance and extend their international education. Students have used the funds to conduct field research, engage in internships, volunteer, and attend conferences. Findings are often disseminated in a public forum, such as the college's International Symposium.

**International Education Week.** This event is celebrated each November at campuses across the United States. At Beloit College, activities take place across campus and typically include a poetry reading, exhibits in the college library and museums, and film screenings. At the center of the celebration are the International Symposium and the Ivan M. and Janice S. Stone lecture on international affairs.

## Study Abroad

Study abroad helps students grow intellectually and emotionally and better understand their relation to the world. Students in any academic discipline can find appropriate study abroad opportunities. Indeed, approximately 50 percent of Beloit College students study abroad for a semester or academic year. Beloit facilitates study abroad by providing advising, recognizing credit earned abroad as Beloit credit, and allowing financial aid to apply toward the tuition costs of study abroad.

To help students prepare for and integrate study abroad into their studies, the Committee on International Education has developed the following learning goals for study abroad:

*Through immersion in other cultural and educational environments, study abroad students should:*

- *gain new perspectives on their fields of study,*
- *develop intercultural competencies and communication skills,*
- *learn to engage with situations and questions that challenge their own assumptions and values,*

- *develop the ability to articulate their cultural experience, and*
- *learn about and from the environments in which they live and study.*

Students prepare for study abroad through coursework, research, and other experiences. Further, the application process is designed to help students identify what they want to learn abroad and develop a plan for doing so.

Most students enroll in universities during study abroad, either as exchange or visiting students. In the case where Beloit College is affiliated with a university or organization in a particular country, study abroad is limited to these.

Finally, to help make study abroad possible for as many Beloit College students as possible, the college put a cap on the amount of tuition that can apply to off-campus study. Very few options have tuition exceeding the cap. In these cases, however, students will be responsible for the difference. Students may not earn credit toward a Beloit College degree for study abroad undertaken during a vacation semester.

The college administers more than a dozen semester and academic-year study abroad programs, many of which involve a bi-lateral exchange relationship in which students from Beloit College and the exchange partner trade places. Membership in the multi-lateral International Student Exchange Program (ISEP) adds additional opportunities for students to enroll in universities around the world. Differences in academic calendars at some partner institutions make it possible for student-athletes who play sports that cross two semesters to begin their study abroad in the second half of Beloit's spring semester.

To qualify for study abroad, students must be in good academic standing, have relevant preparation for the specific option (course work, language, experience), and demonstrate how study abroad fits within their overall academic goals. Some options require a minimum grade point average and may have additional prerequisites, such as disciplinary background or language study.

Beloit's Summer Blocks program offers some international experiences, such as the Ghosts of Rome, a three-week course offered every second summer by the classics department. Special initiatives can also involve international experiences. The Luce Foundation supported Sustainability in Asia program includes field studies in Japan (May 2018, May 2020) and China (May 2019).

## Where Students Study Abroad

Each year, roughly 140 to 160 students study abroad for one or two semesters, traveling to more than

40 countries to do so. With the average number of Beloit College students at any one site averaging two to three, often a student is the only Beloit at the site. Beloit College has reciprocal exchange partners in China, Ecuador, England, Germany, Hong Kong, Hungary, Japan, Morocco, Russia, and Turkey; works with partner organizations in Senegal and the Associated Colleges of the Midwest in Florence, Italy; and through ISEP (International Student Exchange Programs), a visiting student program in Norway, and other affiliations, enrolls students in universities around the world. Regional destinations include Africa; Asia; Central, South, and North America; Europe; the Middle East; and Oceania. Many students study another language while abroad and find a variety of ways to enrich and apply their liberal arts education. The college's Cities in Transition courses provide opportunities for students to strengthen their language skills and pursue independent study projects in China, Ecuador, Germany, Japan, Russia, and Senegal.

### Study Abroad Preparation and Integration

Beloit College provides many resources on campus for students as they prepare for off-campus study and when they return to campus. Many departments routinely offer courses that are substantially international and/or intercultural in focus. In other courses, students preparing to study abroad or who have already done so frequently are encouraged to focus on relevant topics in assignments. Post-study abroad, a number of departments encourage students to incorporate their study abroad experiences into their senior capstone work. Additionally the Office of International Education offers an interdisciplinary course, IDST 201 (Study Abroad Reflection and Integration, .5 course unit) to help students draw meaning from their experiences. In recent years, the concluding project of the course has been a digital film. Returned study abroad students can also serve as study abroad ambassadors, for which they earn 1 semester hour of credit (.25 course unit). Non-credit bearing opportunities for preparation and integration include the International Symposium, photo displays, and extra-curricular activities, many of them generated and facilitated by students.

### **Language Study**

Nearly two-thirds of Beloit College students study a language other than their own during their college career. Languages are regularly offered in two departments at Beloit College. Classics (Greek and Latin) and modern languages and literatures (Chinese, French, German, Japanese, Russian, and Spanish). A basic Hungarian language course is offered each spring. On occasion, a self-instruction language opportunity (SILO) program offers instruction in additional languages. A number of special interest

residence halls are devoted to languages, while student clubs exist for each of the languages taught at Beloit.

### **Center for Language Studies (CLS)**

One of the nation's finest and most intensive summer language programs, the Center for Language Studies, offers students opportunities to earn a full year of language credit in seven or eight weeks. The program combines the teaching of language and culture. Beloit offers programs in Chinese, Japanese, and Russian. CLS classes are small—the average student to teacher ratio is 6:1—and provide a strong collaborative learning environment for students and faculty. As part of the immersion experience, students live in language-designated dorms, eat at language-designated tables, and participate in language-designated activities. See Chapter 4 for detailed information.

### **Morse Library**

The Beloit College library has a knowledgeable staff to assist students seeking information about countries, partner university libraries, and other resources around the world. Some of this information is accessible through links on the library website. The library also has a large collection of films.

### **Beloit College Museums**

The Logan Museum of Anthropology and the Wright Museum of Art's collections, exhibits, and courses provide opportunities to study objects from many periods and cultures around the world.

### **Beloit Study Abroad Programs**

In addition to the programs described below, others may be offered from time to time.

#### China: Henan University, Kaifeng or Shandong University, Jinan

Students live in international student residences on the campuses and take courses intended to increase fluency in Mandarin. Additionally, they enroll in "Chinese Cities in Transition," an interdisciplinary course taught by a Beloit College faculty member and intended to help students strengthen their language skills while gaining a greater understanding of Kaifeng or Jinan. A series of experiential learning assignments prepare students to undertake an independent study project on a topic of their choosing. *Fall or academic year.*

#### Ecuador: University of San Francisco, Quito

Students study at the University of San Francisco's (USFQ) campus in the Cumbaya section of Quito. A private, liberal arts institution, the university aims to educate the future leaders of Ecuador. Beloit College

students enrolled at the USFQ take all their courses in Spanish. Courses are available in nearly every discipline available at Beloit, ranging from sciences, humanities, and social sciences to studio art, dance, and music. In addition to their university courses, Beloit students take a one-unit Cities in Transition course taught by Beloit College faculty members as a distance learning course. A minimum of four semesters of college-level Spanish are required for participation in the program. Students live with host families. *Fall, spring, or academic year.*

#### Ecuador: GAIAS Program, Galápagos

The University of San Francisco's Galápagos Academic Institute for the Arts and Sciences (GAIAS) offers three programs exclusively for study abroad students: Evolution, Ecology and Conservation; Marine Ecology; and People, Politics, and the Environment. After an initial month spent on USFQ's Cumbaya campus and at its Tiputini Biodiversity Station in Ecuador's Amazon, students spend the remainder of the semester in the Galápagos, where they take a series of modular courses taught in English by University of San Francisco de Quito faculty members, each worth .75 Beloit unit. Four semesters of college-level Spanish are required for participation in the program to facilitate integration into the local community. *Fall or spring.*

#### England and Italy: Arts in Context, London and Florence

This program focuses on the creative arts and critical studies in culture in two of Europe's most important and exciting capitals, offering students the chance to attend theatre and music performances in a wide variety of venues; view first-hand the work of well-known and cutting-edge painters, sculptors, and architects; practice the traditional Florentine arts of gilding and restoration; and engage both cities through creative writing. Additional courses in Museum Studies in London and Florence connect patronage and collecting with economics and social trends, as well as artistic movements. Students will experience daily life in these urban environments through two different housing situations—independent living in student apartments in a London neighborhood, and host families in Florence.

The program offers 15-week semester options, with students electing to start in either London or Florence for a seven-week term. At the semester mid-point, after a one-week break, students travel on to the second city to complete the term. Intensive three-week January terms are an additional choice, with Intensive Italian in Florence and an Intensive Museum Studies course, "Collecting the World in London," in London. Whether students begin their term in London or in

Florence, they learn to "read" the city and culture and develop a sense of the ongoing vitality of both cities. Each city becomes for students a living laboratory, a text to be read and understood. Admission for this program is through the Associated Colleges of the Midwest. *Spring.*

#### England: University of Sussex, Brighton

Located in a national park 20 minutes from the seaside city of Brighton by train or bus, the University of Sussex received its Royal Charter in 1961 and was one of the first U.K. universities to emphasize interdisciplinary studies and international exchange. A leading research university, Sussex also emphasizes innovative pedagogy. Beloit College students who study at this exchange partner generally enroll in second year courses in fields for which they have prior preparation and in first year courses if taking a subject for the first time. *Fall, spring, or academic year.*  
*Prerequisite: 3.0 GPA. Fall, spring, or academic year.*

#### England Exchange Program: University of York

Located in Heslington, a suburban village and parish within the city of York, the University of York has a national and international reputation for quality in teaching and research. It enrolls approximately 11,000 students. Founded in 1963 and a member of the elite Russell Group, York is a research-intensive university with an emphasis on the "development of life-saving discoveries and new technologies." The medieval, but cosmopolitan city of York is a destination in itself and is routinely named one of the best places to live in the U.K. Beloit College students who study at this exchange partner generally enroll in second year courses, live in colleges, and are assigned a faculty advisor. Students who will take philosophy and economics courses at York must spend both the fall and spring semesters there.

#### Germany: University of Erfurt

Beloit College students who study at the University of Erfurt in the state of Thuringia begin their studies with a German language course designed to introduce them to the city of Erfurt as well as German academic life. Once the formal semester begins, they continue with courses in the humanities and social sciences, some of which may be taught in English. This program is flexibly designed to meet the needs of students with two or more years of college German (or equivalent). If studying abroad in the spring semester, students are strongly encouraged to take advantage of the University of Erfurt's later start date by enrolling in a language school in Germany prior to beginning their studies in Erfurt. Housing is in dormitories. *Spring or academic year.*

### Hong Kong: Lingnan University

Hong Kong is a fascinating city and provides rich learning opportunities. Lingnan University is a liberal arts, English-language institution with 2,000 students, offering a broad curriculum in the humanities, arts, and social sciences with many opportunities for service learning. Beloit College students who study at Lingnan University are encouraged to take one or more courses that focus on the city of Hong Kong and include an experiential learning component. *Fall, spring, or academic year.*

### Hungary: József Eötvös Collégium, Budapest

Most of Beloit College's subjects can be accommodated on the Hungary Program. Based at the József Eötvös Collégium of Eötvös Loránd University (ELTE), where students live with Hungarian roommates, the program curriculum includes Hungarian language (1 unit), Hungarian culture (.5 unit), and a combination of seminars offered by the Collégium, and ELTE courses taught in English. Prior Hungarian language study is not required, but students are encouraged to enroll in Beloit's Hungarian language and culture course in the spring semester prior to their study in Budapest. *Fall.*

### Italy: Arts, Humanities, and Culture, Florence

This program is designed with a focus on art history and studio arts, drawing on Florence as a "living museum" and its extraordinary legacy of Renaissance art, architecture, music, and literature. Students' on-site experience with works of art and architecture and the spaces in which they were created is enriched by coursework that introduces the patrons that supported this artistic production. In addition to a required Italian language course, students choose from course offerings in art history, studio art, and workshops in the traditional Florentine art of gilding and in modern restoration techniques. A course taught by an ACM affiliated scholar also is offered; in recent years, multidisciplinary topics have explored the relationship between music and painting, and travel in Italy as a social and cultural phenomenon explored through writing. A limited number of internships are available for students with intermediate Italian language skills at the famous Uffizi Gallery.

The program begins in late August with an academic orientation comprised of a four-week intensive Italian language course, lectures on aspects of contemporary Italy, and introductory meetings with background readings for the elective classes. With the exception of the Italian language course, all courses are conducted in English. Florence itself is the laboratory for the program, and site visits are an integral part of the courses. The program also includes day trips to Siena and Pisa and overnight excursions, typically to Venice and Rome. When students first arrive on site, they are

housed for three days in a small hotel/pensione located in the same building where the Florence program is based, then students move in with Italian host families, with whom they live for the duration of the program. In learning Italian, staying with Italian host families, and interacting with Florentines daily, students actively engage in contemporary Italian culture. At the end of the program, students should have a working command of Italian and an understanding of the social and technical processes involved in creativity grounded in one of the world's most richly productive moments in history. Admission for this program is through the Associated Colleges of the Midwest. *Fall.*

### ISEP: International Student Exchange Programs

Beloit College joined the ISEP network in 2008 to provide students with access to universities in more than 40 countries. Additionally, students from ISEP's international members may come to Beloit College for a semester or year of study. ISEP is a worldwide network of more than 275 member colleges and universities. Many ISEP institutions provide opportunities in fields of study not available through other study abroad options. *Fall, spring, or academic year, depending on the institution.*

### Japan: Akita International University

Located in Akita Prefecture in the north of Japan, Akita International University (AIU) offers programs in Global Studies and Global Business. Enrollment in "In Search of Modern Japan" encourages guided, independent exploration and the exchange of insights and experiences with Beloit students studying elsewhere in Japan. AIU's English language curriculum allows Japanese and international students to take their classes together, although a program in Japanese studies is available for students seeking to improve their Japanese and better understand Japanese culture and society. A flexible Japanese language curriculum allows students to focus on particular language skills. International students live with Japanese students on AIU's residential campus and are invited to participate in AIU's extensive array of student activities. Most courses earn 3 credits or .75 Beloit College unit. *Prerequisites: two years of college-level Japanese and coursework in Asian area studies. Fall, spring, or academic year.*

### Japan: Kansai Gaidai University, Hirakata

In the Asian studies program at Kansai Gaidai University, students take classes with other international students and with Japanese students preparing to study abroad in English-speaking countries. Enrollment in "In Search of Modern Japan" encourages guided, independent exploration and the exchange of insights and experiences with Beloit students studying elsewhere in Japan. Most Beloit

students take intensive Japanese along with courses taught in English in the arts, humanities, and social sciences. Students normally live with a Japanese family. The university provides opportunities to interact with Japanese students in co-curricular activities. *Prerequisites: 3.0 GPA and two years of Japanese. Fall, spring, or academic year.*

#### Japan: Rikkyo University, Tokyo

At Rikkyo University, Beloit College students take language courses to improve their Japanese and content-courses taught in Japanese to learn about aspects of Japanese culture. Enrollment in “In Search of Modern Japan” encourages guided, independent exploration and the exchange of insights and experiences with Beloit students studying elsewhere in Japan. Accommodation is in campus residence halls with other international students; most accommodation is in single rooms equipped with bathrooms and cooking areas. An International Friendship League encourages language development and intercultural exchange, and there are additional opportunities to join student clubs and circles. *Prerequisites: two years of college-level Japanese, coursework in Asian area studies, 3.0 GPA. Fall, spring, or academic year. Note: Exams for the fall semester take place in January, and the spring semester begins in April.*

#### Morocco: Al Akhawayn University, Ifrane

Al Akhawayn University, located in Ifrane in the Middle Atlas region of Morocco, uses English as the medium for teaching. Students can take a wide range of courses in sciences and math, humanities, business, and social sciences. The university offers well-regarded instruction in Arabic. Study of French is also possible. Previous study of Arabic or French is required. Students live with Moroccan students in residence halls. *Fall or spring.*

#### Norway: Sogn og Fjordane University College, Sogndal

Beloit College students who study in Sogndal attend Sogn og Fjordane University College, an institution enrolling 3,000 students and located in western Norway. Programs of study using English as the medium of instruction take advantage of Sogn og Fjordane county’s diverse natural environment, which include Norway’s deepest and longest fjord, high alpine areas, glaciers, and World Heritage nature parks. Students studying in Norway in the fall enroll in the integrated program From Mountain to Fjord, with spring semester students studying geohazards and climate change. Students live in college residence halls. *Fall or spring.*

#### Russia: Russian State University for the Humanities, Moscow

Beloit College students who study in Russia enroll in the Russian State University for the Humanities, an urban university of 4,000 students in Moscow. Beloit College students take intensive Russian language courses, some of which focus on history, literature, art, and politics and also enroll in Moscow in Transition. Students in this course undertake projects to deepen their engagement with the city. Completion of third-year Russian is strongly recommended prior to study in Moscow. Students live in an international residence hall on campus. *Fall or academic year. Spring, in exceptional cases only.*

#### Senegal: The Baobab Center, Dakar

French-speaking West Africa is the focus of this program located in Dakar in affiliation with the Baobab Center. Students study Wolof, one of the major regional languages, take social science and humanities courses at the Baobab Center, and enroll in a course on Dakar in Transition. In this course, they undertake projects designed to deepen their understanding of key contemporary issues in the city of Dakar. Course work is in French. Students should have completed five semesters of college-level French or the equivalent prior to study in Dakar. Housing is with Senegalese families. *Spring.*

#### Turkey: Yeditepe University, Istanbul

Istanbul, the city on two continents, is the location of the Turkey exchange program with Yeditepe University, a foundation university established in 1996 on the Anatolian side of Istanbul. Yeditepe University is known for its comprehensive and innovative curriculum, and diverse and evolving culture. Students will find course offerings in most fields, many of them taught in English. Turkish for foreigners is also offered. Students either live on campus in residence halls or make their own arrangements to live off-campus in apartments. *Spring. Fall, in exceptional cases.*

### **Other International Off-Campus Opportunities**

#### Beloit Students Teach Abroad

Beloit students in the teacher certification program in Beloit’s education and youth studies department work in a variety of school settings with teachers and administrators to gain experience with teaching styles and educational philosophies. Although student teaching usually takes place in Beloit-area schools, other opportunities exist. Students also have a chance to do part of their student teaching abroad. If student teaching before the 9th semester, students must enroll in the formal program and apply for permission to do

so following the normal Beloit College study abroad application process.

Beloit graduates often spend a year or more teaching abroad following graduation and may take the college's TEFL course, offered each spring semester, in preparation. Beloit College's partnership with Henan University allows it to nominate up to three graduating seniors each year to spend a year teaching English at the University in Kaifeng, China. Other graduates teach abroad through the JET program in Japan and other arrangements.

### Anthropology Field Schools

Students in the anthropology department may participate in a January field school in the Virgin Islands, with additional field schools offered on occasion.

### Internships

Many short and long-term internships and work abroad opportunities can be found by consulting with advisors in the Liberal Arts in Practice Center.

## **ACM Study Abroad Programs**

Beloit College is an active member of the Associated Colleges of the Midwest (ACM), a consortium of 14 liberal arts colleges. (Although Beloit is a consortium member, ACM programs abroad are not eligible for tuition remission.) The ACM sponsors the following study abroad programs:

### Amsterdam: Sciences, Global Health, & Interdisciplinary Studies at VU Amsterdam

This program is designed for students in the life sciences, physical sciences, and with disciplinary interests related to global health. Vrije Universiteit Amsterdam (VU) is an internationally renowned research university and offers a broad curriculum of courses taught in English, not only in the sciences but also in interdisciplinary topics in the social sciences. Students enroll in four to five courses: they choose from the VU course options, in which they will be enrolled with Dutch and other international students; an interdisciplinary course on a topic relevant to students in the sciences, taught by the ACM visiting faculty; and, an independent study project, supervised by the ACM visiting faculty. The program requires enrollment in one of two courses, either Dutch Language or Themes in Dutch Culture.

Students live in student apartments in a complex that houses Dutch and other international students, a five-minute walk from the VU campus where classes are held and a short tram ride or bike ride to Uilenstede campus, with a grocery store, sports center, and other facilities for students. The International Office at VU

organizes a number of social activities and excursions throughout the semester. The program begins in mid-August, with a one-week orientation to the city and university, and runs until the third week of December.  
*Fall*

### Botswana: Development in Southern Africa

This program is designed for students with interests in African Studies, economic and social development, public health, and environmental studies. Based at the University of Botswana in Gaborone, Botswana's capital, the program combines formal class study with site visits to places in and around Gaborone and a credit-bearing independent study project. Classes include Setswana language, a course taught by the ACM faculty director, and an elective course at the University of Botswana. All students also participate in service activities with organizations and non-governmental organizations in Gaborone, with these community engagement opportunities typically related to their independent study projects. During the semester-long program, students are housed in a residence hall at the University of Botswana. Among the excursions typically planned are a weekend trip to Johannesburg, South Africa; a week-long trip to Maun, near the Okavango Delta in the north; and a visit to the Jwaneng diamond mine. *Spring*.

### Brazil: Culture, Community & Language at PUC-Rio

This program is designed for students with an interest in Brazil's contemporary culture and society, particularly from the perspective of current issues such as the country's shifting economic base, demographics, and international politics. Students are registered at the partner institution, Pontifícia Universidade Católica do Rio de Janeiro (PUC-Rio), a diverse university community that occupies a lovely forested campus in the neighborhood of Gávea. Portuguese language is not required for admission to the program, but all students enroll in Portuguese classes at PUC-Rio, which is internationally recognized for its instruction in Portuguese as a second language. Students also enroll in the interdisciplinary course taught by the ACM visiting faculty director, and the independent study project, which is supervised by the ACM faculty. To complete their curriculum, students choose one or two elective courses taught in English in a variety of disciplines, listed in the PUC-Rio curriculum for international students. One of the hallmarks of PUC-Rio is its commitment to the urban community, realized through several community action projects that are organized and run by faculty, who are joined by students in the work. ACM students will have the opportunity to join a project and potentially can pair their volunteer commitment with their independent study project.

Students live with a host family, within a 30-minute commute by bus to PUC-Rio. The campus has easy access to public transportation, for travel to other parts of Rio.

### Brazil: Semester Exchange Programs

These programs are available only to students from the 14 colleges in the ACM consortium. For each ACM student who participates, a Brazilian student will spend a semester at the corresponding ACM campus, creating a two-way student exchange. ACM students study at the Universidade Federal de Juiz de Fora (UFJF), one of Brazil's best-regarded universities. There are two exchange program options available to students:

#### **Liberal Arts and Sciences exchange program (UFJF)**

This ACM program, previously coordinated by Colorado College since 2001, has now been broadened into a program available to students from all of the ACM campuses. Students have the opportunity to take classes in a variety of subject areas in the arts, humanities, sciences, and social sciences, as well as intensive Portuguese language. This program option is available to students from any academic major and is ideal for students interested in Latin America who would like to learn or improve their Portuguese (particularly students who already know Spanish, French, or Italian). *Fall or spring*

### Costa Rica: Community Engagement in Public Health, Education, and the Environment

The fall ACM Costa Rica program prepares students to explore their host country in the context of Central America through an intensive Spanish language program, coursework, and field experiences that further develop language skills. A highlight of the program is a month-long community practicum, when students undertake a project such as field work, conducting research, or serving as a teaching assistant, with a local organization, either in San José or in a rural area. Field trips in Costa Rica and to neighboring Nicaragua give students an appreciation for the country's astounding biodiversity and for the cultural and historical elements that contribute to the nation's distinct path within Central America. Students improve their Spanish language through intensive instruction in small, customized classes.

Throughout the program, students live with host families in San José near the Universidad de Costa Rica and the ACM center in the San Pedro neighborhood; students who opt to conduct their community practicum with an organization in a rural area live with a second host family during the month-long project. Site visits in and near San José are part of every course, and students are encouraged

to become involved in activities to become more actively engaged in the local community. The program schedule allows for independent travel to Costa Rica's beaches, mountains, and forests. While all ACM courses are offered in the ACM program center, an agreement with the nearby Universidad de Costa Rica gives students access to cultural and sports facilities and student clubs and teams, and provides a wealth of opportunities for interaction with local students and a taste of local university life. *Students with advanced levels of Spanish language proficiency have the opportunity to enroll in classes at the Universidad de Costa Rica (UCR). Students take one class at the ACM center, along with two to three courses at UCR. Fall.*

### Costa Rica: Field Research in the Environment, Social Sciences, and Humanities

Based in San José, only blocks away from the Universidad de Costa Rica, the program takes full advantage of the resources and scholars of that institution, while reaching out to local and international NGOs and investigators throughout the country to facilitate student research in science and the humanities. Students spend a month in San José at the beginning and end of the program. In the middle of the program, students carry out independent field research under the supervision of an advisor with experience and contacts in the student's chosen field. Students with urban interests or whose data is best gathered in the capital city may remain in San José. Students live with host families both in San José and wherever their research takes them. *Spring.*

### Florence: Arts, Humanities, and Culture

See "Beloit Study Abroad Programs."

### India: Culture, Traditions, and Globalization

The India program, located in Pune, is designed to provide students with insight into the varied aspects of Indian culture and society today. The program begins in late August with a one-week orientation, in which students begin to study Marathi language, culture, and history and identify a topic for their independent study projects. After orientation, the core course, "Contemporary India," begins, as do the elective courses, and students proceed with the research for their independent study projects and continue the study of Marathi language, culture, and history. Classroom learning is augmented by weekly Friday site visits and fieldwork in and around Pune, and students are also encouraged to volunteer with local organizations, particularly one related to their independent study projects. A one-week break, usually in late October, provides opportunities for independent travel further afield in India.

In Pune, students live with Indian host families, providing a window into Indian society that students might not otherwise have, and for many it is the highlight of their experience in India. Pune is a medium-sized city with a strong student life and culture and offering students excellent resources for experience, exploration, and study. The quintessential university town, Pune is home to more universities and colleges than any other city in the world, earning it the nickname of “The Oxford of the East.” The city’s residents include leaders in the fields of art, music, dance, yoga, theatre, film, religion, politics, environmental science, and social reform. *Fall.*

### India: Social Entrepreneurship and Development

The program in Pune gives students the hands-on opportunity to work in development, through an internship in the non-profit sector and coursework in Community Engagement and Contemporary Issues in India, with a focus on economics and related social and cultural trends. Students also enroll in a course on the culture, history, and language of the Maharashtra region. The program begins in early January in Pune, with an 11-week session that includes placement in an internship, a supporting course on Community Engagement, and courses on contemporary India and the Maharashtra region. In the final four weeks of the program, students have the option of remaining in Pune, with an internship placement at a second NGO and a course in Social Entrepreneurship, or going to Jaipur to study intensive Hindi language. In Jaipur, students experience a different region of India, looking at issues related to Indian society and development from a new perspective. While students are in Pune, the program organizes several program-sponsored overnight excursions, and a one-week break in March provides opportunities to travel further afield in India.

In Pune and, for students traveling on to Jaipur, housing is with Indian host families, providing a window into Indian society that students might not otherwise have, and for many it is the highlight of their experience in India. Both Pune and Jaipur are medium-sized cities, offering students excellent resources for experience, exploration, and study. Pune is located in the western state of Maharashtra and is home to more universities and colleges than any other city in the world, earning it the nickname of “The Oxford of the East.” Jaipur is located in the northwestern state of Rajasthan and is one of the first planned cities in modern Asia, known as the “Pink City,” for the color of the buildings in the walled city. *Spring.*

### Japan Study

Japan study enables students to become international citizens as they explore Japan in depth, build language

skills, and experience Japanese culture. Living with a Japanese family, taking courses at Waseda University in Tokyo, and participating in a cultural practicum/internship offer different windows for experiencing and understanding the complex society of contemporary Japan. Students choose from four program options. *Fall, spring, or academic year.*

### Jordan: Middle East and Arabic Language Studies

This program, operated in partnership with AMIDEAST, is designed to provide students with the distinctive opportunity to study the complex issues which dominate the region, such as the Arab-Israeli conflict, contemporary Islamic thought, ethnic and minority relations, Jordan’s experience during the Arab Spring, and much more. The program begins in late August, with a week-long orientation once the students arrive in the capital city of Amman. Students then begin their classwork, where they have the opportunity to choose elective classes from a wide range of coursework in areas such as anthropology, Islamic art, economics, political science, religion, and sociology, along with a class relevant to the region that is taught by the visiting ACM faculty member. All students will take Arabic language coursework, where they are placed in classes appropriate to their level of proficiency (prior study of Arabic is not required). ACM students have the option of conducting an independent study project of their choice, under the supervision of the visiting ACM faculty member, or participating in a community service project with local organizations. All students live with local Jordanian host families. *Fall.*

### London and Florence: Arts in Context

See “Beloit Study Abroad Programs.”

### Shanghai: Perspectives on Contemporary China

This program is designed for students with interests in anthropology, economics, environmental studies, geography, international relations, politics, sociology, and urban studies in the context of China’s rapid urbanization and economic rise. The program is based at East China Normal University (ECNU), a highly regarded university with a total enrollment of 28,000 students (including approximately 5,000 international students). Classes include all levels of Chinese language (no previous study of Chinese is required), an independent study project, and elective courses taught in English that are offered through the Global China Program at ECNU (including a course taught by the ACM visiting faculty director).

During the semester-long program, students are housed in one of four international student residence halls at ECNU. The International Students Office organizes extracurricular activities, cultural events,

and day trips that ACM students are encouraged to join. The office also organizes a three-day trip every term to another province, such as Nanjing in nearby Jiangsu Province. *Fall*.

### Tanzania: Ecology and Human Origins

The focus of this program is cultural anthropology, and savannah ecology, with attention to the paleontology of the Rift Valley as well. Classroom instruction at the Training Center for Development Cooperation (TCDC) in Arusha in northern Tanzania is combined with extensive field courses and field work in wildlife reserves and national parks, also in the north. A field practicum in the natural and social sciences is intended to give students training and first-hand experience with the design, implementation, and reporting of inquiry in the field. In the program director's research methods course, students are guided in the development of their field practicum projects, studying research design and data-gathering skills appropriate for fieldwork at or near the Tarangire National Park site. Courses in Kiswahili, Human Evolution, and the Ecology of the Maasai Ecosystem also prepare students for their time in the field. During the first three weeks, students begin Kiswahili and area studies courses and plan for their field practicum. Students then are led on a 10-day site visit to the areas relevant to their course work and proposed practicum. Students return to TCDC to continue course work and preparation for the field practicum before embarking as a group for the field where they spend four weeks at a permanent tent camp. The semester concludes with two weeks at TCDC to complete all course work. Throughout their time at TCDC, students live with host families, an opportunity to integrate with the community and advance their language study. *Fall*.

### **Off-Campus Study Programs (Domestic)**

The Office of International Education administers applications to selected domestic off-campus programs. Approximately 15 students enroll each year in domestic off-campus programs for one semester. As with study abroad, financial aid applies to tuition. Domestic off-campus programs provide opportunities for students to gain practical experience that connects to their theoretical studies.

*More specifically, students are expected to:*

- *gain new perspectives on their fields of study*
- *develop the ability to apply theory to practice and practice to theory*
- *learn to engage with situations and questions that challenge their own assumptions and values*
- *develop the ability to articulate what they have learned, and*

- *learn about and from the program location study.*

A faculty committee screens applications and selects students for these programs.

To qualify for a domestic off-campus program, students must be in good academic standing, have relevant preparation for the specific program (course work, experience), and demonstrate how the program fits within their overall academic goals. Some programs require a grade point average of 3.0 or higher.

Current domestic off-campus programs open to Beloit College students are:

### Semester in Environmental Science at the Marine Biological Laboratory: Woods Hole, Mass.

This program provides students with intensive study of terrestrial and aquatic ecosystems in the lab and the field through courses, an independent research project, and a research seminar with visiting scientists. *Fall*.

### American University Programs, Washington, D.C.

Students on this program study public affairs through course work at American University and an internship or research project. Washington semester topics include: American politics, international business and trade, justice, economic policy, journalism, international law and organizations, contemporary Islam, foreign policy, international environment and development, peace and conflict resolution, public law, and transforming communities in Washington and London. *Fall or spring*.

### **Associated Colleges of the Midwest Domestic Programs**

#### Chicago Program: Arts, Entrepreneurship, and Urban Studies

The Chicago program engages students academically, professionally, and personally with this dynamic city. The primary areas of emphasis in the program are arts, entrepreneurship, and urban studies—students have the opportunity to explore one of these topics in depth, or participate in classwork and projects across these disciplines. The program offers an innovative mix of academic work, including an internship, independent study project, often related to the internship placement and to a student's particular academic interest; and seminars focused on the arts and creativity, innovation and entrepreneurship, and urban studies and social justice. Students are able to explore the vital issues facing cities and the people who live and work in them, while digging deeper to relate these issues to

their personal lives, education, and career aspirations.  
*Fall or spring.*

### Newberry Seminar: Research in the Humanities

The Newberry Seminar offers motivated and mature students an opportunity to do advanced independent research while working closely with professors and scholars at one of the world's great research libraries. They work closely with faculty members and a select group of colleagues in a seminar that provides context and guidance for their research. Each year, the fall seminar is taught by a team of two visiting faculty members, with a focus on a specific theme in the humanities. All students are invited to participate in a paid part-time internship in a department in the Newberry. Students live in Chicago apartments and take advantage of the city's rich resources. The Newberry Seminar is for students who are looking for an academic challenge, a chance to do independent work, and possibly considering graduate school in the humanities, professional education in library science or archival studies, or other careers. *Fall.*

### Oak Ridge Science Semester

The Oak Ridge Science Semester (ORSS) enables students to join ongoing investigations at the Oak Ridge National Laboratory (near Knoxville, Tenn.) in research areas as diverse as astrophysics, cell biology, DNA sequencing, genetic mutagenesis, parallel computing, robotics, toxicology, and much more. In their research, ORSS student participants use the sophisticated resources available at the laboratory, including supercomputers, state-of-the-art electron microscopes, lasers, and analytical instruments such as a fourier transform mass spectrometer and a scanning tunneling microscope. Participants in this fall semester program join one of the research groups at ORNL, with a scientist from the ORNL staff serving as a mentor. Unlike most off-campus programs, students receive significant funding to participate; in 2016, the stipend plus housing allowance was \$8,000 per student. This funding is contingent on funding from the U.S. Department of Energy and ORNL. For the duration of the semester, students are housed in an apartment complex in Oak Ridge. The Oak Ridge Science Semester is administered by Denison University and is recognized by ACM and the Great Lakes Colleges Association (GLCA). *Fall.*

*In addition, from time to time, students identify and are permitted to study on other domestic off-campus programs.*

# Other Special Programs

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## **Anthropological Field School**

Beloit's anthropological field training program for undergraduates is one of the oldest in the nation. For more than 100 years, Beloit College has conducted field schools all over the world, allowing students to gain experience and field training. Recent field training opportunities include archaeological fieldwork in the U.S. Virgin Islands and an ethnographic field school in Jamaica.

## **Coe College Wilderness Field Station**

The Coe College Wilderness Field Station offers a unique summer program of biological field study, nature writing, and comparative politics in the Superior National Forest in Northern Minnesota. All four-week courses integrate lecture, discussion, laboratory and/or field investigation with frequent canoe outings. Recent course offerings have included animal behavior, aquatic ecology, comparative environmental politics: United States and Canada, ornithology, law and wilderness, nature writing, and behavior and ecology of mammals. *Summer only. For more information, contact Chris Fink or Pablo Toral, faculty advisors for the program at Beloit College.*

## **University of Wisconsin-Madison Exchange Program**

Regularly enrolled full-time Beloit College students may, with the permission of the registrar at both institutions, enroll and receive credit for a limit of 1 full course per term at the University of Wisconsin-Madison (excluding summer sessions). Designed for those above first-year status, the assumption is that the student has the necessary prerequisites for the selected course and has exhausted the resources of Beloit College in this area. An advisor's statement to that effect is required. The tuition fee for this course will be paid by Beloit College, with the student responsible for any special course fees and for his/her own transportation. Normally reserved for students with above-average academic standing. Credit earned becomes a part of the Beloit College record.

# Other Summer Programs

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During the summer, students may enroll in Center for Language Studies courses (see the beginning of Chapter 4), take an accelerated Beloit Blocks course, or apply to participate in a number of other special research programs.

## **Beloit Blocks**

Beloit Blocks are three-week intensive courses offered in a block format during summer, either on- or off-campus (including international Blocks courses). Blocks are designed to allow students and faculty to deeply explore a topic 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. Many Blocks courses satisfy one of the five domains (breadth requirements) and attract students from many different academic disciplines. *This program is administered by the Office of Summer Programs.*

## **McNair Scholars Summer Research Institute**

In June and July, Beloit College students who are McNair Scholars work one-on-one with faculty mentors on a research project 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 where scholars are provided a stipend and full room and board. The McNair program, federally funded through the Department of Education's TRIO program, exists to increase the number of students in doctoral programs who are first-generation college students, who meet federal low-income guidelines and/or are members of an underrepresented group in graduate education.

## **Sanger Scholars Program**

The Sanger Scholars Program focuses on collaboration between faculty and students on a sustained research project, with particular focus on moving that research toward public presentation and/or publication. Students play a significant role in collaborating on an ongoing or new research project and in the dissemination of the new knowledge this project produces. Faculty and student teams submit applications to participate.

## **Summer Duffy Student Research**

Students who participate in the Duffy Community Partnerships program are selected each year to implement and analyze summer research that builds on their previous academic and field work in this program. Students work closely with faculty members to design, implement, publish and/or present research. The Duffy summer program is open to Beloit College students who have completed two semesters of the Duffy program.

# Physical Education, Recreation, and Athletics

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*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 in later life. Information about varsity athletics, recreational sports, and intramural sports is available at the Beloit College Sports Center.*

## Staff

BRIAN BLIESE

GLORIA BRADLEY

KEVIN CANTY

DAVE DeGEORGE

RASHAD DEVOE

SETH DUERR

DAVE ECKBURG

DUNCAN GILLIS

NUBIS PADHYE

DAWN REDD

SAMANTHA REITER

TIM SCHMIECHEN, director

KEVIN SCHOBER

BRIAN VRANEY

ANDY WIER

KIM ZARLING

## Intercollegiate Athletics

(no credit)

### WOMEN'S

PE/W 201. Basketball

PE/W 205. Cross Country

PE/W 215. Lacrosse

PE/W 220. Track and Field

PE/W 221. Soccer

PE/W 223. Softball

PE/W 227. Swimming and Diving

PE/W 231. Tennis

PE/W 234. Volleyball

### MEN'S

PE/M 200. Basketball

PE/M 203. Baseball

PE/M 204. Cross Country

PE/M 208. Football

PE/M 214. Lacrosse

PE/M 219. Track and Field

PE/M 222. Soccer

PE/M 226. Swimming and Diving

## Intramural Sports and Recreation

Beloit offers an extensive program of intramurals so that every student has a chance to enjoy and profit from individual and team activities. Such competition normally includes basketball, flag football, ultimate Frisbee, racquetball, indoor and outdoor soccer (co-ed), tennis, 3-on-3 and 6-on-6 volleyball. Many recreational opportunities are also available. (The college funds several non-intramural sport clubs through student government, depending on interest.) In addition, the sports facilities are open for recreational use when not otherwise scheduled.

## Athletic Training

The training room services a total of 17 varsity sports for men and women. Two full-time BOC-certified athletic trainers and two part-time certified assistant athletic trainers provide health care for our varsity athletes with oversight from two board certified sports medicine physicians. The athletic training mission is to provide quality health care through injury prevention, recognition, evaluation, treatment and rehabilitation, patient education, and continuing professional development.

The athletic trainers are assisted by students with work study who have completed First Aid, CPR, AED for adults and children, basic taping skills, concussion recognition, and workplace safety training.

A student assistant is assigned to teams to provide additional care. This is also an excellent opportunity to get "hands on" experience for those interested in both medical and athletic fields.

## Description of Courses

**PE/C 308. Physiological Foundations of Athletic Coaching (1).** This course is designed to provide the prospective athletic coach with a working knowledge of human anatomy and the physiological factors of exercise. Special emphasis will be placed upon the following: circulatory and respiratory adjustments, muscle physiology, environmental factors, metabolism and exercise, nutrition, drugs, use of ergogenic aids, conditioning, strength and endurance training. *Offered odd years, fall semester.*

**PE/C 310. Principles and Problems of Coaching (1).** Designed to prepare the student to meet the many challenges facing athletic coaches at the high school and college levels. Lectures by staff members, area coaches, and administrators, and selected readings, group discussions, and interviews with sports leaders provide insight. *Offered even years, fall semester.*

# Pre-Professional Programs

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*Beloit offers majors in two pre-professional programs—environmental management and forestry, and 3-2 engineering (see chapter 2).*

## Environmental Management and Forestry

Beloit College offers a cooperative program with the Nicholas School of the Environment at Duke University that leads to the Master of Forestry (M.F.) or Master of Environmental Management (M.E.M.) degree. This five-year program requires at least three years of enrollment at Beloit College, followed by two years of study at Duke University. During the first year at Duke, participants complete their Beloit College requirements for the bachelor's degree and, upon successful completion of that year, Beloit College awards the B.A. or B.S. as appropriate. After four semesters at Duke, in which a minimum number of units is earned, students may qualify for one of the professional master's degrees. Acceptance to the program at Duke University is competitive. Planning for this accelerated program should begin early in a student's time at Beloit College. Beloit students may also enter Duke after completing the baccalaureate degree as 4-2 students. *For more information, contact Yaffa Grossman, faculty advisor for the program at Beloit College.*

## 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 will maximize 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.

*For more information, contact professors John McMahon, Matthew Tedesco, Charles Westerberg, or Lawrence White.*

## Pre-Health Professions Preparation

Medicine, Nursing, Physician Assistant, Dentistry, Pharmacy, Veterinary, and Physical Therapy

A student preparing for a career in the health professions must simultaneously fulfill (i) the general requirements for graduation from Beloit College,

(ii) the requirements for a field of concentration (a "major"), and (iii) 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](http://www.beloit.edu/hpac) and schedules regular group and individual advising sessions. HPAC is comprised 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 his/her home state or programs that fit the student's particular area of interest. In addition to course requirements, students should investigate shadowing and experience requirements for specific professional programs.

The Health Professions Advisory Committee will work 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. Each student should meet with a health professions advisor during his/her 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:

1. 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 or 113. Many medical schools also require statistics courses offered in biology, mathematics, psychology, or sociology disciplines at Beloit.
2. Social sciences: 2 courses, preferably including psychology and/or sociology.

3. 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.

1. Natural sciences and mathematics: Biology 110, 141, 246, and 357. Chemistry 117 and 230. Some programs also require a course in nutrition (Biology/Chemistry 260) and a course in statistics.
2. Psychology 100 and 210.
3. 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.

# Chapter 5

## Admissions/Tuition/Financial Aid

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# Admission

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The college selects for admission applicants who appear to be best qualified to benefit from and contribute to its educational environment. Beloit seeks applicants with special qualities and talents, as well as those from diverse ethnic, geographic, and economic backgrounds.

## 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 foreign language, three years of college-preparatory mathematics, three years of laboratory science, and at least three years of history or social science. Applicants planning to major in the natural sciences should complete four years of high school mathematics and be prepared to begin calculus during their first year in college.

SAT or ACT test scores are optional for most students; however, TOEFL or IELTS scores are required for international students whose instruction has not been in English, and homeschooled students must submit standardized test results. 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](http://www.beloit.edu/apply). Beloit College does not discriminate in the admission process based on the application form a student uses.

The Secondary School Report should be completed by the applicant's college advisor/guidance counselor and submitted directly to Beloit College with the high school transcript. In addition, Beloit requires one teacher recommendation. Additional recommendations are optional, although the Admissions Office may request others 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:

**Binding Early Decision:** Beloit offers two binding Early Decision Plans with deadlines of Nov. 1 or Jan. 15; notification is Nov. 15 and Feb. 1 respectively. Early Decision applicants interested in need-based aid must provide financial documents by the application plan deadline in order to receive an estimate of aid eligibility. Students admitted under the binding Early Decision plan will send their enrollment confirmation and deposit by Dec. 15 or Feb. 15 and withdraw all other applications.

**Early Action:** Students may apply under either of two Early Action Plans (deadlines are Nov. 1 or Dec. 1 and notification is Nov. 15 and Dec. 15 respectively). This is a non-binding program; accepted 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 Admission:** This is designed for students who wish to take up to a year off from formal study between secondary school and college, yet want to be guaranteed a place at Beloit College.

**January 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. In some cases, the Admissions Committee may offer January admission to students who apply for fall enrollment if space or other considerations warrant the decision.

**Early Admission:** Some students enter Beloit College before finishing high school, usually after their junior year. An applicant's personal and academic preparedness for college is the key to selection. The admission decision is based on courses completed, level of academic achievement, test results, school recommendations, and the student's educational plans. An interview is required.

**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 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:** A \$350 deposit is required. 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.

***Note:** Students enrolling under the Early Decision Plan must pay the enrollment deposit by Dec. 15 or Feb. 15. All other students have until May 1, the National Candidate Reply Date, to submit their enrollment deposit. For Deferred Enrollment, students must pay a \$500 deposit (\$250 of which secures a place in the class and is refunded upon graduation, as is required of all entering students; the remaining \$250 will be applied to the student's first bill from the college). Detailed information is available from the Admissions Office.*

### **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 with preference for the College Entrance Examination Board's Advanced Placement (AP) program. AP subject examination scores of 4 and 5 guarantee 1 unit of credit and placement.

Students who have taken the General Certificate of Education advanced-level examination will receive 1 unit (four semester hours) 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.

### **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.

# Tuition and Fees

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2017-2018	Per Year
Tuition	\$48,236
Full board	\$3,646
Room	\$4,790
Health and wellness fee	\$190
Student activities fee	\$280
Total	\$57,142

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.

With permission of the advisor and registrar, enrolled students in good standing are permitted to take designated courses at other accredited colleges and universities and to transfer credits earned to Beloit College without payment of extra fees to Beloit. Degree and field of concentration requirements governing the use of such transfer credits, however, must be observed.

## Room and Board

Information on room and board charges will be sent to students before the start of each term.

The following rates apply, per term, starting in the fall of 2017.

**Room:** \$2,395 (\$4,790 per year). Students have a six-term housing requirement.

**Board:** \$1,823 (\$3,646 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 endorses the use of Tuition Management Systems (T.M.S) as its third-party payment plan option. Please contact T.M.S. at

800-722-4867 or ([www.afford.com/beloit](http://www.afford.com/beloit)) by the due date to enroll in a monthly payment plan.

Those students with an outstanding balance due at the end of the second week of classes will have restrictions placed on campus privileges and will not be allowed to register for spring classes 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 2017, for most courses, a comprehensive fee of \$3,675 covers tuition, room and board, and all program-related activities. It carries 1 unit of Beloit College academic credit. 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:** \$6,030 per unit.

**Reopening record** (non-enrolled student): \$50.

**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; this tuition payment covers up to \$17,918 (2017-18) in educational expenses, but not transportation, room or board. If the study abroad program tuition exceeds \$17,918 per semester, the student is responsible for paying the additional tuition. 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: \$425\*
- Field term: \$425\*

*\*Note: The special tuition rate is \$425 per unit for up to 2 units of field experience/internship or special project credit, but not to exceed more than*

*two experiences total during a student's time at Beloit College.*

*Each student is eligible for only 1 course in each category at the reduced rate.*

**Transcript:** \$5 each. Students must make requests in writing to the registrar. All accounts at the college must be paid before transcripts will be issued.

## Refunds

The refund schedule for tuition, room, board, and fees shown below 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, however, before any refunds can be made.

The refund schedule will govern cases in which students go on an authorized vacation or field 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% refund
  - 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:
  - 4 week program
    - Drop during 1st week of classes—80%
    - Drop during 2nd week of classes—50%
    - No refund after the last day of the 2nd week.
  - 8 week program
    - 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.

### Beloit 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 [www.beloit.edu/financialaid/tuitioninsurance](http://www.beloit.edu/financialaid/tuitioninsurance).

**Financial aid obligations:** 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 assistance—i.e., unsubsidized and subsidized Stafford Loan funding, Parents Loan for Undergraduate Students (PLUS), Perkins Loan, Pell Grant, and Federal Supplemental Educational Opportunity Grant (FSEOG). Any amount that must be returned to Title IV programs will be paid to the source in the order listed above. In other words, any returned funds will first be applied to loans, then, if applicable, to Pell or FSEOG sources. Examples of federal refund and repayment calculations are included with all financial aid awards and are on file in the Offices of Financial Aid, Accounting, and the Dean of Students. In most cases, federal regulations require families to use their own resources to pay off indebtedness before using Title IV funds.

## 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.

If a CEP student is admitted to a degree program at the college, he or she may apply only 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 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. Private music lesson(s) and additional course fees are the students' responsibility. 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.

# Financial Aid

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The financial aid program at Beloit College recognizes two criteria—need-based and non-need-based—that may qualify students for funding. Some aid programs require a combination of both of these criteria; others concentrate on students whose sole qualification is either ability or need. College funds and other financial aid resources are intended to reduce the difference between the family's resources and college costs. The assessment of the family's financial situation 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: [www.beloit.edu/afford](http://www.beloit.edu/afford). The Financial Aid Office may be reached by email ([faoffice@beloit.edu](mailto: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). Prospective and continuing students can file the FAFSA as soon as Oct. 1. Candidates for admission are encouraged to submit the FAFSA by the deadline for the admission plan they are pursuing and prospective and continuing students should submit no later than March 1. Beloit's application procedure is based on current college policy as well as federal and state regulations. Subsequent regulatory changes may alter the procedure. Announcements of awards will be made as soon as possible after notice of admission and after the financial aid application and FAFSA have been received and processed.

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 [www.beloit.edu/meritscholarships](http://www.beloit.edu/meritscholarships).

## Financial Aid Renewal

Students receiving need-based aid must refile the FAFSA each year. All aid renewal is contingent upon maintaining satisfactory academic progress, outlined at [www.beloit.edu/financialaid/sap](http://www.beloit.edu/financialaid/sap).

## Types of Assistance

Scholarships, grants, loans, and campus work are available to Beloit College students who qualify on the basis of need or merit. All scholarship awards are made possible through the generosity of many generations of alumni and friends of Beloit College and 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 usually 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 (including terms of credit transferred to Beloit).

**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. We are also familiar with private loan opportunities and will gladly point students to additional informational resources to make informed borrowing choices.

**Part-Time Employment:** Many part-time employment opportunities exist for students on campus. Priority for work opportunities is given to those students qualifying for need-based financial aid. Job announcements for Beloit College students are posted online at [www.beloit.edu/studentemployment](http://www.beloit.edu/studentemployment). Beloit College participates in the federal work-study

program, and this assistance is available to qualified students.

## 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. Awards are listed online at [www.beloit.edu/meritscholarships](http://www.beloit.edu/meritscholarships) and 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 students attending any of the independent colleges and universities within the state. More details about the different programs and eligibility requirements can be found at [heab.state.wi.us](http://heab.state.wi.us).

**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 grants are awarded by the federal government to students with considerable financial need.

**Federal Supplemental Educational Opportunity Grants:** This federal program is administered by the college and is intended to assist students of exceptional need who would be unable to enter or remain at Beloit College without such aid.

**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 Dean of Students Office, 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.

# Academic Calendar for 2017-2018

## Fall Term 2017

Aug. 17	Thursday	All new international students arrive
Aug. 21	Monday, 9 a.m.	New non-international students arrive
Aug. 22	Tuesday	New Student Days orientation begins
Aug. 26-27	Sat. & Sun.	Residence halls open for all students
Aug. 27	Sunday	New Student Days orientation ends
Aug. 28	Monday	Classes begin
	Monday, 4:30 p.m.	Convocation
Sept. 18	Monday	Constitution Day
Oct. 13	Friday	First module ends
Oct. 14-22	Sat.-Sun.	Midterm break
Oct. 23	Monday	Second module begins
Oct. 27-29	Fri.-Sun.	Homecoming/Family & Friends Weekend
Nov. 1	Wednesday	Advising Practicum
Nov. 13-17	Mon.-Fri.	International Education Week
Nov. 15	Wednesday	International Symposium Day
Nov. 23-26	Thurs.-Sun.	Thanksgiving break
Dec. 13	Wednesday	Classes end
Dec. 14	Thursday	Study day
Dec. 15-16	Fri. & Sat.	Exam days
Dec. 17	Sunday	Study day
Dec. 18-19	Mon. & Tues.	Exam days
Dec. 20	Wednesday, 5 p.m.	Residence halls close for all students
Dec. 21	Thursday, 4 p.m.	Final grades due

## Spring Term 2018

Jan. 17	Wednesday	All new international students arrive
Jan. 18	Thursday	New non-international students arrive
Jan. 21	Sunday, 9 a.m.	Residence halls open for all students
Jan. 22	Monday	Classes begin
	Monday, 4:30 p.m.	Dr. Martin Luther King Jr. Day Convocation
Mar. 9	Friday	First module ends
Mar. 10-18	Sat.-Sun.	Midterm break
Mar. 19	Monday	Second module begins
Mar. 23	Friday	Advising Practicum
Apr. 19	Thursday	Student Symposium
Apr. 25	Wednesday	Spring Day
May 9	Wednesday	Classes end
May 10	Thursday	Study day
May 11-12	Fri. & Sat.	Exam days
May 13	Sunday	Study day
May 14-15	Mon. & Tues.	Exam days
May 16	Wednesday, noon	Senior final grades due
	Wednesday, 5 p.m.	Residence halls close for all non-seniors
May 17	Thursday	Senior activities
	Thursday, 4 p.m.	Non-senior final grades due
May 18	Friday	Senior activities
May 19	Saturday	Senior activities
	Saturday, 5 p.m.	Baccalaureate
May 20	Sunday, 11 a.m.	Commencement
	Sunday, 8 p.m.	Residence halls close for seniors

For the most current information and additional relevant dates, view the calendar online.

Visit [www.beloit.edu](http://www.beloit.edu) and click "Academic Calendar."

# Academic Calendar for 2018-2019

## Fall Term 2018

Aug. 16	Thursday	New international students arrive
Aug. 20	Monday, 9 a.m.	New non-international students arrive
Aug. 21	Tuesday	New Student Days orientation begins
Aug. 25-26	Sat. & Sun.	Residence Halls open for all students
Aug. 26	Sunday	New Student Days orientation ends
Aug. 27	Monday	Classes begin
	Monday, 4:30 p.m.	Convocation
Sept. 17	Monday	Constitution Day
TBD		Homecoming/Family & Friends Weekend
Oct. 12	Friday	First module ends
Oct. 13-21	Sat.-Sun.	Midterm break
Oct. 22	Monday	Second module begins
Oct. 31	Wednesday	Advising Practicum
Nov. 12-16	Mon.-Fri.	International Education Week
Nov. 14	Wednesday	International Symposium Day
Nov. 22-25	Thurs.-Sun.	Thanksgiving break
Dec. 12	Wednesday	Classes end
Dec. 13	Thursday	Study day
Dec. 14-15	Fri. & Sat.	Exam days
Dec. 16	Sunday	Study day
Dec. 17-18	Mon. & Tues.	Exam days
Dec. 19	Wednesday, 5 p.m.	Residence halls close for all students
Dec. 20	Thursday, 4 p.m.	Final grades due

## Spring Term 2019

Jan. 16	Wednesday	New international students arrive
Jan. 17	Thursday	New non-international students arrive
Jan. 20	Sunday, 9 a.m.	Residence Halls open for all students
Jan. 21	Monday	Classes begin
	Monday, 4:30 p.m.	Dr. Martin Luther King Jr. Day Convocation
Mar. 8	Friday	First module ends
Mar. 9-17	Sat.-Sun.	Midterm break
Mar. 18	Monday	Second module begins
Mar. 29	Friday	Advising Practicum
Apr. 18	Thursday	Student Symposium
Apr. 24	Wednesday	Spring Day
May 8	Wednesday	Classes end
May 9	Thursday	Study day
May 10-11	Fri. & Sat.	Exam days
May 12	Sunday	Study day
May 13-14	Mon. & Tues.	Exam days
May 15	Wednesday, noon	Senior final grades due
	Wednesday, 5 p.m.	Residence Halls close for all non-seniors
May 16	Thursday	Senior activities
	Thursday, 4 p.m.	Non-senior final grades due
May 17	Friday	Senior activities
May 18	Saturday	Senior activities
	Saturday, 5 p.m.	Baccalaureate
May 19	Sunday, 11 a.m.	Commencement
	Sunday, 8 p.m.	Residence halls close for seniors

For the most current information and additional relevant dates, view the calendar online.  
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