

## Beloit College Catalog, 2011-13

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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 times
- 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 synthesize knowledge and experience, are able to transfer it to new settings, and through meaningful reflection and self-assessment, build on prior experiences to confront new challenges and 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 cultural lenses affect how they know and operate in 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 novel 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, it 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. The First-Year Initiatives Seminar is the hallmark of the program; optional seminars in the second through fourth semesters offer students the opportunity to deepen their passion for inquiry.

### **WRITING**

Students complete a minimum of 3 writing-designated courses:

- \*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:

- \*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:

\*An important objective is to increase 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.

\*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 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 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 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 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 concerns the study and critical analysis of texts. In this domain, texts are considered finite, organized discourses that are intended to communicate. Courses in this domain examine the connections and coherence between the parts of the discourse 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 are those that concern the study and critical analysis of texts and may include literature, philosophy, history, and social sciences.

### **LIBERAL ARTS IN PRACTICE EXPERIENCE**

All students complete a Liberal Arts in Practice experience after their fourth semester. This beyond-the-classroom experience is designed to improve students' ability to adapt and apply skills, theories, or methodologies gained in one situation to novel situations, and also to effectively and actively engage in meaningful self-assessment and reflection. Examples may include off-campus study, an internship, research-related fieldwork, or a community engagement project.

### **CAPSTONE EXPERIENCE**

All students complete a **capstone experience** in their senior year. Capstones are not necessarily major-specific.

# 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 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. 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) **Satisfactory completion of the college's writing requirement:**
  - a) All students must complete, with a grade of "C" or above, a minimum of 3 designated **writing courses**. (*designated "W" in the online course schedule.*)
  - b) All students must meet a departmental requirement for writing (or another form of communication), designated by their major department or program. (*See appropriate department or program for specific information.*)

- 2) **Satisfactory completion of the college's quantitative reasoning requirement:**  
All students must complete, with a grade of "C" or above, a minimum of 1 designated **quantitative reasoning course**. (*designated "Q" in the online course schedule.*)
- 3) **Satisfactory completion of the college's intercultural literacy requirement:**  
All students must complete, with a grade of "C" or above, a minimum of 1 designated **intercultural literacy course**. (*designated "C" in the online course schedule.*)

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

- 4) **Satisfactory completion of the college's liberal arts breadth requirements.** These five requirements, where a requirement is understood as 1 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, WGST).**

The breadth requirements consist of:

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

- e) At least one requirement in **Textual Cultures and Analysis** (*designated "5T" in course descriptions*).
- 5) Satisfactory completion of the **liberal arts in practice requirement** after the fourth semester. Satisfactory completion of applied or original work extending beyond the traditional classroom, such as off-campus study, an internship, research-related fieldwork, or a community engagement project, that totals at least 1 unit of academic credit.
  - 6) Satisfactory completion of a **capstone experience** (½ or 1 unit of academic credit).
  - 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 in any one department 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 4 units of field experience credit from experientially based programs (including academic, for-credit internships, off-campus domestic and international programs, and/or life experience) may be counted toward the 31 units required for graduation. No more than 2 units of field experience credit may be used to count toward a major. No more than 2 units of field experience credit may be completed in one semester. The approval of the Dean of the College is required in order to count more than 2 units of field experience credit.
  - h) No more than a total of 1 unit of teaching assistantship (395) may be counted toward the 31 units required for graduation.
  - i) 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.
  - j) 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.

# 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.

The program also offers two sets of optional courses especially designed to foster exploration in the first two years of college: *Transformational Works* and *Enduring Questions*. Designed to awaken and develop students' intellectual curiosity, the courses provide an engaging context in which instructors model the excitement of practicing liberal learning and help

students to cultivate their own interests and passion for inquiry.

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. First-Year Initiatives Seminar.** 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, and to communicate effectively with others in writing and speaking. *Graded A, A-, B+, B, B-, C+, C, NC (no credit).*

**INIT 101. 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 ¼ unit of credit.

**INIT 210. Transformational Works.** These courses focus on one or two works (whether of literature, film, art, music, architecture, inventions, scientific experiments, or mathematical proofs) that faculty identify as groundbreaking, or as having special significance in their own and others' intellectual and personal development. The courses focus on involving students in the excitement of liberal inquiry, and on helping them to develop higher-order reading and discussion skills. May be counted toward

particular majors and minors at the discretion of departments or programs.

**INIT 220. Enduring Questions.** These courses address fundamental questions or controversies from different disciplinary perspectives, and focus on exploring how a liberal arts education furthers understanding of complex issues. May be counted toward particular majors and minors at the discretion of departments or programs.

# 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. 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

CHARLES LEWIS, director

TAMARA KETABGIAN

MEGAN MUTHUPANDIYAN

STEVEN WRIGHT

## **Requirements**

Beloit requires a two-part writing program of all students:

- 1) All students must complete, with a grade of "C" or above, a minimum of 3 designated writing (W) courses.
- 2) All students must meet a departmental requirement for writing (or another form of communication), designated by their major department or program. (See appropriate department or program for specific information.)

## **Description of Courses**

**WRIT 100. Writing Seminar (½, 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 (½, 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 (½).** An introduction to the theory and practice of tutoring peer writers. Students observe and conduct Writing Center sessions. Students who complete 230 are eligible to work in the Writing Center. *Prerequisite: second-year status or 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.

**Credit:** All offerings carry credit of 1 unit unless otherwise indicated. The unit of credit is considered the equivalent of four semester hours or six quarter hours.

**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  $\frac{1}{4}$ ,  $\frac{1}{2}$ , 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  $\frac{1}{2}$  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.

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.

- 3) 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.
- 4) When a student has an emergency (death in the family, severe illness, or other compelling circumstances), the student should notify the Dean of Students Office, which shall inform the various administrative offices and the student's instructor(s) and advisor(s) about the absence. However, all absences, including emergencies, are evaluated by the instructor. It is the student's responsibility to notify the instructor in advance whenever possible about an absence. In all cases, the student is responsible for course work missed.
- 5) 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 may remain with that advisor until they declare a major. 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 any type of accommodation and/or services, must meet with the director of the Learning Enrichment and Disability Services Office and provide appropriate documentation before he or she is eligible to receive disability accommodations and/or services. The Disability Policy for Students can be found in Chapter IV of the Administrative Policy Manual.

Additional related information is available at <http://www.beloit.edu/dss/>.

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

During the sophomore year, 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 half-time, a student must be enrolled for at least 1.50 units. For any given term, a student may preregister for a maximum of 4.75 units.

On or after registration day, 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.

**Dropping and Adding Courses:** After preregistration 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.

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

### Other grades:

**AU:** Audit notation given when, with the consent of the instructor at the beginning of the course, the student attends the course without intention of maintaining graduation standards of performance, but does maintain a standard of performance that the instructor conceives as adequate for an audit. Audited courses may not

be converted into credit courses. Laboratory, studio, and applied music courses normally may not be audited.

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

**I:** Incomplete (see “Incompletes” below).

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

**RF:** 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:** No student may receive a grade of “I” for a course simply because of failure to complete required assignments on time. 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. Such extenuating circumstances might include unforeseen unavailability of resources, computer problems or failure, theft, or destruction of materials, etc.

Students who believe they can demonstrate a legitimate need for an incomplete should: 1) obtain an Incomplete Contract from the Registrar’s Office; 2) seek instructor approval to take an incomplete and establish the terms of the contract; 3) return the contract to the Registrar’s Office. The deadline for completing this process is the last day of finals week. In cases of illness or injury occurring at the end of the semester, notification from the dean of students 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 end of the semester in which it was received. In exceptional cases (e.g., lengthy illness) the instructor may petition the Academic Performance Committee 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 his or her record for a course, a student may not be enrolled for credit in any course which has that course as a stated prerequisite. A student may not graduate while an “I” remains on his or her 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 WebAdvisor, the Web-based interface to the Datatel 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. A student may request transcripts of his or her 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. 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).

The college will not release academic information to parents without student consent except when a student is: 1) placed on academic probation or warning; 2) suspended for academic reasons; 3) dismissed for academic reasons; or 4) in a medical emergency.

**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.

*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:

- Good academic standing, with a minimum 3.200 cumulative grade point average required for a Scholar Award;
- Active participation in one or more departments or disciplines;
- A curricular or co-curricular record that demonstrates the ability to organize, manage, and complete an honors term project independently;
- A strong record with respect to the background required for the proposed project: For example, honors term service projects that include service to a local community organization or effort must be supported by a history of involvement with that or a closely related organization. Similar demonstrated background is expected for other types of service to the college or to departments within the college.

## 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. 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:

- a) A statement of the proposed project, and courses to be taken;
- b) An explanation of the project's value to the student;
- c) An explanation of the value of the selected courses to the student;
- d) A description of the proposed project's contribution to the College;
- e) A summary of the student's qualifications for carrying out the project;
- f) The name(s) of the faculty or staff member(s) who will be the primary sponsor(s) for the honors term project.
- g) 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:

- 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;

- 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\*

Studio art  
Art history

### Biochemistry

### Biology\*

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

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

Chemistry  
Applied  
Biological  
Environmental

### Classics

Classical civilization  
Classical philology

### Comparative literature

### Computer science\*

### Economics

Economics  
International political economy  
Business economics

### Education and youth studies

Children and schools  
Adolescents and schools  
Youth and society

### English\*

Literary studies  
Creative writing

### Environmental Studies\*

### Geology\*

Geology  
Environmental

### Health and Society\*

### History\*

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

### International relations

### Mathematics\*

### Modern languages and literatures\*

Chinese language and culture  
French  
German  
Japanese language and culture  
Modern languages  
Russian  
Spanish

### Music\*

### Philosophy and religious studies\*

Philosophy  
Religious studies

### Physics\*

### Political science\*

### Psychology

### Science for elementary teaching

### Sociology

### Theatre, dance and media studies

Dance  
Media studies  
Performance  
Production

### Women's and gender studies\*

## Pre-professional Programs

(See chapter 4)

•Environmental management and forestry program

•Special engineering programs

•Pre-law preparation

•Medical professions programs

## Teacher certification

Wisconsin-approved programs for teacher certification/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, and a program leading to a coaching certificate for students pursuing licensure at all levels.

\*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

LISA ANDERSON-LEVY

JENNIFER ESPERANZA

SHANNON FIE

WILLIAM GREEN (museum studies)

NANCY KRUSKO, chair

ROBERT LaFLEUR (history)

NANCY McDOWELL

MARIO RIVERA (adjunct)

ROBERT SALZER (emeritus)

DANIEL SHEA

## Anthropology Major

(11 units)

- 1) Eleven departmental units (at least 6 of which must be taken on campus):
  - a) The three foundational introductory courses (100, 110, and 120), which should be completed by the end of the sophomore year;
  - b) Two specific intermediate courses: Anthropology 200 and 201;
  - c) Two additional courses from the essentials category (200-250);
  - d) Three elective anthropology courses chosen in consultation with the advisor, one of which must be from the 300 level;
  - e) Anthropology 380 (Senior Capstone)

*Note: Participation in fieldwork courses, overseas experience, and foreign language are strongly recommended but not required.*

- 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.

## Anthropology Minor

(6 units)

- 1) Two foundational courses chosen from Anthropology 100, 110, or 120.
- 2) One course from the essentials category (200-250).
- 3) Three elective anthropology courses, chosen in consultation with the advisor, one 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. A comparative study of contemporary cultures and the influence of culture on thought and behavior, social relations, and dealings with the natural and supernatural. (3B) *Offered each semester.*

**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.*

**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 fall.*

**ANTH 200. 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 each spring. Prerequisite: two 100-level anthropology courses.*

**ANTH 201. Research Design 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 206. Culture 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 alternate years. Prerequisite: Anthropology 100.*

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

**ANTH 217. Ceramics in Archaeology (1).** An examination of the many ways in which ceramics inform our understanding of ancient behavior such as changing foodways, group affiliations, craft specialization, and trade. Students learn the basic methods used to recover, analyze, and transform ceramic data into meaningful statements about the 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 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 even years, spring semester. 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: any anthropology course above the 100-level 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 100, 110, or 120, or Museum Studies 245.*

**ANTH 252. 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. *Offered occasionally. Prerequisite: Anthropology 100 or consent of instructor.*

**ANTH 254. Native North American Peoples and 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 odd years, spring semester.*  
*Prerequisite: Anthropology 100 or consent of instructor.*

**ANTH 256. Pre-Columbian Art and Architecture (1).** The principal accent is on the comparative and sequential presentations of the major art styles and stylistic areas of Central and South America before European intervention. The special background of the archaeologist is used to supply chronological control and overview. In particular, the historical sequence of style will be used as an example of the development of locally determined forms as vehicles to convey universally sacred or tabooed themes. (Also listed as Art History 211.) *Offered occasionally. Prerequisite: Anthropology 110, a previous art history course, or consent of instructor.*

**ANTH 258. 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. *Offered even years, spring semester.*  
*Prerequisite: Anthropology 110.*

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

**ANTH 275. Intermediate Selected Topics in Anthropology (½, 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 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 Women's and Gender Studies 200.) *Offered occasionally. Prerequisite: junior or senior standing and Anthropology 100 or Women's and Gender Studies 150, 155, or 160 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 Women's and Gender Studies 200.) *Offered*

*occasionally. Prerequisite: junior or senior standing and Anthropology 100 or Sociology 100 or Women's and Gender Studies 150, 155, or 160 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 Women's and Gender Studies 200.) *Offered occasionally. Prerequisite: junior standing and Anthropology 100 or Women's and Gender Studies 150, 155, or 160 or Sociology 100 or consent of instructor.*

**ANTH 310. High Civilizations of Antiquity (1).** The civilizations of Egypt, Crete, Mesopotamia, India, Southwest Asia, and Middle and South America. Emphasis is on their material and intellectual achievements and investigation into the relative importance of invention and cultural diffusion. *Offered occasionally. Prerequisite: Anthropology 110 and either 201 or 216, or consent of instructor.*

**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 315. Archaeology of South America (1).** The gradual development of technology and culture in South America and the Caribbean, from the early hunters to the time of the Inca Empire. *Offered occasionally. Prerequisite: Anthropology 110 and either 201 or 216, or consent of instructor.*

**ANTH 316. Archaeology of Mesoamerica (1).** The development and spread of culture in the contiguous areas of Guatemala and Mexico and in Costa Rica, Honduras, and the U.S. Southwest. *Offered occasionally. Prerequisite: Anthropology 110 and either 201 or 216, or consent of instructor.*

**ANTH 324. Hominid Paleoecology (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 342. Contemporary Cultures of Latin America (1).** Similarities and diversity in contemporary Latin American cultures: urban, peasant, and tribal. An attempt to understand such problems as agrarian reform, political format, urban growth, social relations, etc. *Offered occasionally. Prerequisite: Anthropology 200 or consent of instructor.*

**ANTH 351. Field Research in Cultural Anthropology Preparatory Course (½).** This course is the first in a series of three (351, 352, 353) 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, fall semester. Prerequisite: Anthropology 201 or 208 or consent of instructor.*

**ANTH 352. 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 351, 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, fall semester. Prerequisite: Anthropology 351 or consent of instructor.*

**ANTH 353. Field Research in Cultural Anthropology Post Course (½).** Having conducted ethnographic field research in Anthropology 352, 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, spring semester. Prerequisite: Anthropology 352 or consent of instructor.*

**ANTH 354. 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 375. Advanced Selected Topics in Anthropology (½, 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 (1).** 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. *Offered every fall. Prerequisite: senior standing and a declared anthropology major or minor.*

**ANTH 390. Special Projects (¼ - 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 (½, 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: senior standing and a declared anthropology major or minor.*

**ANTH 395. Teaching Assistant (½).** Work with faculty in classroom instruction. *Graded credit/no credit.*

**ANTH 396. Teaching Assistant Research (½).** 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

CAITLIN BASS

JOY BECKMAN

SCOTT ESPESETH

MARK KLASSEN, chair

JO ORTEL

SARAH STONEFOOT

GEORGE WILLIAMS, JR.

## **Studio Art Major**

**(11 units)**

- 1) Eleven departmental units:
  - a) Art 103 and 115, Art History 120, 125, and 245.
  - b) Five units of studio courses in a minimum of two media.\* Of the five courses:
    - i) at least two must be 200-level
    - ii) at least one must be 300-level, excluding 390.
  - c) Art 384 and 385 (½ 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.

*\*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)**

- 1) Ten departmental units:
  - a) Art History 120 and 125.
  - b) Three 200-level art history courses.
  - c) Art 103 or 115.
  - d) One additional studio or 200-level art history course.
  - e) Art History 337 and one additional 300-level art history course.
  - f) One course in Asian art history.
- 2) One year of college-level foreign language.
- 3) 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)**

- 1) Two foundation courses, Art 103 and 115.
- 2) One art history course chosen from Art History 125, 231, or 245.
- 3) Three additional units of studio art courses chosen in consultation with the advisor. At least one must be a 200-level and one must be a 300-level course.

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

## Art History Minor

(6 units)

- 1) Two foundation courses, Art History 120 and 125.
- 2) One Asian art history course chosen from Art History 130, 220, or 235.
- 3) 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.

*(Students may not count 390, 395, 396, or 397 towards their minor.)*

## Description of Courses

### Studio art courses

*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.*

**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.*

**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. *Offered each semester. (2A) Prerequisite: continuous access to a digital camera with exposure controls and 5 megapixels.*

**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 (¼ - 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. *Topics course. Offered occasionally.*

**ART 200. Printmaking (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, 135, or Interdisciplinary Studies 140.*

**ART 205. 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 225. Computer Art (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 230. Intermediate Black and White Photography (1).** This studio course challenges students conceptually and technically to develop and express ideas through the photographic medium. Emphasis is upon the techniques, processes, and creative possibilities of black-and-white photography, including alternative darkroom techniques and holga cameras. It also addresses some of the historical and aesthetic issues associated with the practice. Includes lectures, slides, assigned readings, class discussions, individual and group critiques. (2A) *Prerequisite: one course chosen from Art 103, 115, 117, 135, or Interdisciplinary Studies 140 and continuous access to a 35mm camera with manually adjustable shutter and aperture.*

**ART 270. Topics in New Media (1).** Selected topics of focused interest or special interest in the area of new media. May be repeated for credit if topic is different. (2A)

**ART 280. Intermediate Topics in Specialized Media (½, 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 300. Advanced Topics in Printmaking (1).** In this course, students will utilize multiple printmaking processes in developing a body of work that explores the language of print media. Techniques such as relief, silkscreen, and monoprint will be demonstrated. Class will include slides, readings, and discussions of printmaking in relation to contemporary art practice. Students will be expected to provide independent creative direction to class projects and toward the conceptual development of their work. *Offered each year. Prerequisite: Art 200 or consent.*

**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. Computer Art: Principles of Graphic Design and Illustration (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 330. Advanced Topics in Photography (1).** This studio course offers a critical understanding of both the technical and aesthetic nature of photography beyond the basics covered in Art 117 and 230. Students will explore their own creative direction in projects and written work with emphasis upon conceptual development. Course includes demonstrations of techniques, slides, readings, individual and group critiques *Prerequisite: Art 230.*

**ART 380. Advanced Topics in Specialized Media (½, 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 (½).** 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. *Offered each fall. Prerequisite: senior standing.*

**ART 385. Senior Seminar in Art 2 (½).** 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. *Offered each spring. Prerequisite: senior standing.*

**ART 390. Special Projects (¼ - 1).** Individual work outside the scope of the regular course offerings of the art department. *Prerequisite: sophomore standing.*

**ART 392. Honors Thesis in Studio Art (½, 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 studio art major, senior standing, and approved departmental honors application, recommendation of the department.*

**ART 395. Teaching Assistant (½).** *Graded credit/no credit. Prerequisite: consent of instructor.*

**ART 396. Teaching Assistant Research (½).**

## 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.*

**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. *Offered each spring. Prerequisite: 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 211. Pre-Columbian Art and Architecture (1).** *See Anthropology 256 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.

**ARTH 232. Greek Art and Archaeology (1).** *See Classics 226 for course description.*

**ARTH 233. Roman Art and Archaeology (1).** *See Classics 227 for course description.*

**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 women's and gender studies.) *Prerequisite: Art History 120 or consent of instructor.*

**ARTH 240. Art and Revolution: the Nineteenth Century (1).** This course offers an introduction to the art and culture of 19th-century Europe and America. Through slide lectures and discussion of key works of art and visual culture, students study a lively, critical period in which the claims and priorities of Modernism emerged. Art historical scholarship, primary-source documents, literary works, and museum field trips aid in understanding such movements as Romanticism, Impressionism, and Post-Impressionism, among others. *Prerequisite: Art History 125 or consent of instructor.*

**ARTH 245. Modernism and Postmodernism: Art Since 1900 (1).** This course offers an introduction to developments in 20<sup>th</sup>- and 21<sup>st</sup>-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. *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 252. Art and Identity: Postcolonial Theory and Contemporary Native American Art (1).** This course provides an introduction to a rich but often overlooked body of art being made today by a very diverse group of Native American artists. Drawing upon readings in postcolonial theory, the course considers how identity is inscribed. It also considers how Native artists working today engage multiple histories (Native and non-Native). The rich collections of the Logan Museum of Anthropology are utilized for historical, “artifactual” context, and as a springboard for discussion about representation and the politics of identity. But the primary focus is upon contemporary avant-garde art practices (i.e., artists making paintings, sculpture, videos, and installations, as well as fine art prints—of which the Wright Museum of Art has a growing collection), and thus offers a revealing perspective on some of the artistic and cultural preoccupations (and oversights) of Modernism and Postmodernism. *Offered occasionally. Open to first-year students.*

**ARTH 285. 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.*

**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. (5I) *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 (¼ - 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 (½, 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 (½).** *Graded credit/no credit. Prerequisite: consent of instructor.*

**ARTH 396. Teaching Assistant Research (½).**

**ARTH 397. Research Assistant in Art History (¼ -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

KEVIN BRAUN

DEMETRIUS GRAVIS, chair

THEODORE GRIES

JOHN JUNGCK

ALFRED ORDMAN

LAURA PARMENTIER

## **Biochemistry Major**

**(14 units)**

1) Ten units:

- a) Chemistry 117, 220, 230, and 235.
- b) Biology 110, 111, 121, 141, or 151.
- c) Biology 247 and 289.
- d) Biology/Chemistry 260 and Biology/Chemistry 300.

- e) Chemistry 280 (1/4), 380 (1/4), and Biology 385 (1/2 or 1), 387 (1/2 or 1), or Chemistry 385 (1/2).

2) Four supporting units:

- a) Mathematics 110
- b) Physics 101
- c) Two units from Biology 237, 248, 345, 357 or Chemistry 225, 240, 245, 250; Mathematics 115 or Physics 102, 210. (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 and Mathematics 115.)

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.

Several core courses within the biochemistry major can be used to satisfy a portion of the Beloit College writing requirement: Chemistry 117, Chemistry 235, Biology 248, Chemistry/Biology 300, Biology 357, and Chemistry 385.

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, and computer-based tools. Chemistry 380 provides multiple opportunities to present topical scientific seminars and to evaluate seminars given by

peers. 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 and includes oral presentations, writing, and peer review and culminates in the writing of a critical review or research manuscript. Chemistry 385 is a capstone experience for chemistry and biochemistry majors that stresses group and individual guidance on methods of writing a comprehensive paper, including scope, organization, effective use of the scientific literature, writing, style, footnotes, and use of computer text editing. The purpose of the course is to provide an opportunity to develop and demonstrate the ability to organize, extract what is most important, and present a logical discussion of a body of knowledge in the field of chemistry. 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 MathCad, ChemDraw, Spartan, Gaussian, Chem 3D, Protein Data Bank molecular viewers, and Unix/PERL-based scripts for genomics database manipulation.

## Description of Courses

*(See chapters for biology and chemistry.)*

# 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 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

AMY BRIGGS

MARION FIELD FASS, chair (fall 2011)

DEMETRIUS GRAVIS

YAFFA GROSSMAN, chair (beginning spring 2012)

KATHRYN JOHNSON

JOHN JUNGCK

CAROL MANKIEWICZ

RICHARD NEWSOME (emeritus)

KEN YASUKAWA

## Fields of Concentration

The biology department offers students the opportunity to pursue a broad background in biology and the supporting sciences through any of four concentrations. Each student electing a field of concentration in biology must complete a 3-course core sequence, a 4-course breadth sequence, 3 courses in chemistry and mathematics, and a capstone course. In addition, students take other courses specific to their chosen concentrations in biology, and some of the concentrations stipulate the introductory or breadth courses to be taken. With proper arrangements, courses taken at other institutions, including at 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, 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

(14 units)

*See biochemistry in the catalog.*

## Ecology, Evolution, and

## Behavioral Biology

(14 ½ units)

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

- 1) Ten and one-half departmental units:
  - a) Two organismal biology courses: chosen from Biology 110 or 111; and 121, 141, or 151.
  - b) Biology 247, 289, and 385 or 387.
  - c) Four ecology, evolution, and behavioral biology units (at least 1 unit of biology at the 300-level): 1 chosen from Biology 210, 217, 291\*\* or 385\*\*; 1 chosen from Biology 291\*\*, 337, 372, 385\*\*, or Anthropology 324; one chosen from Biology 291\*\*, 343, 385\*\*, or Anthropology 260; and 1 additional unit chosen from Biology 206, 210, 215, 217, 291\*\*, 337, 343, 372 or 385\*\*.
  - d) Two molecular, cellular, and integrative biology units chosen from Biology 237, 248, 260, 265, 291\*\*, 300, 340, 345, 357, 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 or 110.
  - 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; our students write to learn and learn to write. 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. The biology department offers the following writing courses: 201, 206, 215, 217, 247, 248, 289, 300, 337, 340, 343, 357, and 372.

- 4) There are two options for the capstone experience for biology and biochemistry 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 faculty-mentored independent study in which the student writes a critical review or primary research manuscript. Students may submit their manuscripts for publication in *The Beloit Biologist*, the department's in-house journal. *The Beloit Biologist* is distributed to biology and biochemistry majors at the end of the spring semester.

*\*Students with strong high school backgrounds in chemistry should consult with a member of the chemistry department about beginning course work with Chemistry 150, 220, or 230.*

*\*\*Biology 291 and 385 may be used to satisfy this requirement with appropriate course content and advisor approval.*

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

## Environmental Biology

(14 ½ units)

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

- 1) Eight and ½ departmental units:
  - a) One organismal biology course chosen from Biology 110, 111, 121, 141, or 151.
  - b) Biology 247, 289, and 385 or 387.

- c) Three ecology, evolution, and behavioral biology courses (at least 1 unit of biology at the 300-level) chosen from Biology 206, 210, 215, 217, 291\*\*, 337, 343, 372, or 385\*\*.
  - d) Two molecular, cellular, and integrative biology units chosen from Biology 237, 248, 260, 265, 291\*\*, 300, 340, 345, 357, or 385\*\*.
- 2) Supporting courses (6 units):
- a) Two chemistry courses chosen from Chemistry 117\* or 150, and 220, 230, or 235.
  - b) One mathematics course chosen from Mathematics 104 or 110.
  - c) Two units in geology: 1 chosen from Geology 100 or 110; and 1 chosen from Geology 235, 240, or 251.
  - d) One unit in economics, environmental studies, interdisciplinary studies, political science, or other course chosen in consultation with the advisor.

3) Writing/communication requirement: *See Ecology, Evolution, and Behavioral Biology.*

*\*Students with strong high school backgrounds in chemistry should consult with a member of the chemistry department about beginning course work with Chemistry 150, 220, or 230.*

*\*\*Biology 291 and 385 may be used to satisfy this requirement with appropriate course content and advisor approval.*

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

## Mathematical Biology

(14 ½ units)

*The mathematical biology major provides a broad background in mathematics and biology, with a focus on mathematical approaches and models of living systems.*

- 1) Eight and ½ departmental units:
  - a) One organismal biology course chosen from Biology 110, 111, 121, 141, or 151.
  - b) Biology 247, 289, and 385 or 387.

- c) Two ecology, evolution, and behavioral biology units (at least 1 unit of biology at the 300-level): one chosen from Biology 206, 210, 215, 217, 291\*\*, 343, 385\*\* and one chosen from Biology 291\*\*, 337, 372, or 385\*\*.
- d) Two molecular, cellular, and integrative biology units chosen from Biology 237, 248, 260, 265, 291\*\*, 300, 340, 345, 357, or 385\*\*.
- e) One additional biology unit above Biology 201.

2) Supporting courses (6 units):

- a) Two chemistry units chosen from Chemistry 117\* or 150, and 220, 230, 235, or 240.
- b) Mathematics 110 and 115.
- c) One unit from Mathematics 160, 175, or 200.
- d) One unit of computer science or mathematics chosen from Computer Science 121, 123, 125, 131, and any full unit mathematics course above 115.

3) Writing/communication requirement: *See Ecology, Evolution, and Behavioral Biology.*

*\*Students with strong high school backgrounds in chemistry should consult with a member of the chemistry department about beginning course work with Chemistry 150, 220, or 230.*

*\*\*Biology 291 and 385 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

(14 ½ units)

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

- 1) Eight and ½ departmental units:
  - a) One introductory biology unit chosen from Biology 110, 111, 121, 141, or 151.
  - b) Biology 247, 289, and 385 or 387.

- c) Two ecology, evolution, and behavioral biology units chosen from Biology 206, 210, 215, 217, 291\*\*, 337, 343, 372, or 385\*\*.
- d) Three molecular, cellular, and integrative biology units: 1 chosen from Biology 237, 248, 291\*\* or 385\*\*, 1 chosen from 260, 291\*\*, 300, 345, or 385\*\*, and 1 chosen from 265, 291\*\*, 340, 357, or 385\*\*.

2) Supporting courses (6 units):

- a) Two chemistry units chosen from Chemistry 117\* or 150, 230, or 235.
- b) Mathematics 110.
- c) Physics 101.
- d) Two units chosen from Chemistry 220, 230, 235, 240, 245, 260, 300\*\*, Mathematics 115, Physics 102 or 210.

3) Writing/communication requirement: *see Ecology, Evolution, and Behavioral Biology.*

*\*Students with strong high school backgrounds in chemistry should consult with a member of the chemistry department about beginning course work with Chemistry 150, 220, or 230.*

*\*\*Biology 291 and 385 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

(6 units)

*The biology minor focuses on the mechanisms by which organisms regulate life processes, grow and develop, reproduce, and behave. The minor requires 5 units representing 100-, 200-, and 300-levels in the biology curriculum, as well as 1 supporting unit in another science or mathematics.*

1) Five departmental units:

- a) One unit from Biology 110, 111, 121, 141, or 151.
- b) Two units from Biology 206, 210, 215, 217, 237, 247, 248, 260, 265, 289, or 291.
- c) Two units from Biology 300, 337, 340, 343, 345, 357, 372, or 385.

2) Supporting course (1 unit)

- a) One unit from Chemistry, Geology, Physics, Mathematics, or Computer Science.

## 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. Laboratory work requires dissection. For science and non-science students. Three two-hour lecture-laboratory periods per week. (4U) *Offered each fall. Offered spring 2012.*

**BIOL 111. Zoology (1).** A survey of the animal kingdom emphasizing evolutionary relationships, structure and function, representative forms, adaptations, ecology, and behavior of invertebrates and vertebrates. Laboratory work requires dissection. For science and non-science students. Three two-hour lecture-laboratory periods per week. (4U) *Offered each spring.*

**BIOL 121. Botany (1).** The structure and function of plants emphasizing adaptations to the environment. The primary focus is on the ecology, evolution, reproduction, anatomy, physiology, and growth and development of flowering plants. For science and non-science students. Three two-hour lecture-laboratory periods per week. (4U) *Offered each fall.*

**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. For science students. Three two-hour lecture-laboratory periods per week. (4U) *Offered each fall. Prerequisite: high school chemistry.*

**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. Laboratory work requires dissection. For science and non-science students. Three two-hour lecture-laboratory periods per week. (4U) *Offered each spring.*

**BIOL 201. Biological Issues (1).** This course examines the operation and limits of scientific inquiry by focusing on several contemporary biological issues such as emerging infectious diseases, population growth and the “Green Revolution,” genetic engineering, and teratogens. The basic biology of these issues is studied, and each issue is examined from an interdisciplinary perspective. The issue focus teaches students about important biological phenomena, about the epistemology of science, and about the critical examination of biologically based social controversies. For non-biology students. Three two-hour lecture-laboratory periods per week. May be repeated for credit if topic is different. (4U) *Offered each spring.*  
*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. Three lecture-discussion class periods and one laboratory period per week. (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. Three lecture-discussion class periods and one laboratory period per week or 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. Three lecture-discussion class periods and one laboratory period per week. Occasional Saturday field trips required. (4U) *Offered spring 2012.*  
*Prerequisite is one of the following: Biology 289 or Anthropology 120, 324, or 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; 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; cell stress, aging, and death. Discussions include contemporary and socially relevant topics such as stem cell and cloning research; the cell biology of diseases; the cellular targets of biological and chemical toxins and pharmaceutical drugs. Three 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. Three two-hour lecture-laboratory periods per week. *Offered each semester. Prerequisite: one college-level biology course or consent of instructor.*

**BIOL 248. Cellular and Developmental Biology (1).** Cells are the fundamental units of life. Cellular mechanisms of motility, cytoarchitectural dynamics, pattern formation, morphogenesis, information transfer and gene

regulation, permeability, thermal regulation, and differences among animal, bacterial, fungal, plant, and protozoan cells will be explored. Laboratory projects emphasize synthesis of experimental, theoretical, and modeling approaches to cellular and developmental biology; digital video microscopy and quantitative image analysis; building a scientific apparatus; and generating original research. Two discussion-lecture-laboratory periods and one laboratory period per week. (4U) *Offered spring 2013. Prerequisite: one college level biology or chemistry course, or consent of instructor. Recommended: one college-level mathematics course.*

**BIOL 260. Biochemistry of Metabolism (1).** *See Chemistry 260 for course description.*

**BIOL 265. Immunology (1).** Development and function of the immune system in normal immunity and immune system diseases. This course examines immune responses to viruses, bacteria, and parasites and clinically relevant topics including allergy and inflammation, vaccines and molecular medicine, autoimmunity, immune deficiencies, and cancer immunotherapy. Class discussions examine immunological topics in scientific research, clinical case presentations and diagnoses, and the impact of immunology on public health and society. Three lecture-discussion class periods and one laboratory period per week. (4U) *Offered spring 2013. Prerequisite: any one of the following: Biology 237, 248, 260, 289, 300, 340, 345, 357, Chemistry 260, 300, or consent of instructor.*

**BIOL 289. Genetics (1).** Mendelian, population, quantitative, and molecular genetics are developed through a problem-solving approach. Social controversies surrounding such items as genetic counseling, domestic breeding of crops, genetic engineering, mutagenic substances in our environment, and natural selection will be discussed. Three lecture-discussion class periods and one laboratory period per week. *Offered each fall. Prerequisite: Biology 247 or consent of instructor.*

**BIOL 291. Proseminar (½, 1).** Topics vary. Designed to pursue topics of special interest such as conservation biology, stream ecology and geology, cell biology, and sexual reproduction of mammals. 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.*

**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. Three lecture-discussion class periods and one laboratory period per week. *Offered fall 2012. Prerequisite: Biology 247 and 289, or consent of instructor.*

**BIOL 340. Neurobiology (1).** Analysis of neurophysiology and functional neuroanatomy. Topics covered include nerve cell signaling, sensory and motor systems, and higher brain processes. Laboratory exercises focus on anatomy and physiological measurements of neural conduction. Students improve their understanding of a specific topic of neurobiology by working in small groups to conduct and present a research project. Laboratory work requires dissection. Three lecture-discussion class periods and one laboratory period per week. *Offered even years, fall semester. Prerequisite: Biology 247, Chemistry 117, and at least 1 of the following courses: Biology 237, 248, 260, 265, 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. Three lecture-discussion class periods and one laboratory period per week. *Offered odd years, fall semester. Prerequisite from one of the following: 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 (1).** An exploration of prokaryotic and eukaryotic molecular biology. Topics include molecular and subcellular organization of genes, chromatin, chromosomes, and genomes; structure, synthesis, and function of nucleic acids and proteins; regulation of gene expression and signal transduction/cell signaling; biotechnology and recombinant DNA technology; and sequence analysis in genomics and proteomics. The laboratory emphasizes project-oriented independent laboratory investigations using techniques for: gene cloning; polymerase chain reaction (PCR); DNA sequence analysis; recombinant protein production, purification, and characterization; covalent modifications of proteins and nucleic acids; and analysis of gene expression. Three lecture-discussion class periods and one laboratory period per week. Offered spring 2012. Prerequisite is any of the following: Biology 237, 248, 260, 265, 289, 300, 340, 357, Chemistry 260, 300, or consent of instructor.

**BIOL 357. Human Anatomy and Physiology (1).** An investigation of anatomical and 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 the normal and diseases states, animal models are used for comparative analysis. Students are required to prepare oral and written presentations, as well as conduct and present a small group research project. Laboratory work requires dissection. Three lecture-discussion class periods and one laboratory period per week. Offered each spring. Prerequisite: Biology 247, Chemistry 117, and at least 1 of the following courses: Biology 237, 248, 260, 265, 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. Three lecture-discussion class periods and one laboratory period per week. Offered spring 2013. Prerequisite: one college-level biology course and a statistics course (Biology 247, Mathematics 106, Anthropology 240, Psychology 150, or Sociology 305), or consent of instructor.

**BIOL 385. Biology Capstone: Advanced Topics (½, 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, game theory in animal behavior, human pathophysiology, and urban ecology. May be repeated for credit if the topic is different. Prerequisite: junior or senior standing, Biology 247, and at least 2 additional biology courses numbered 201 or higher or consent of instructor. Additional courses may be required based on the topic of the course.

**BIOL 387. Biology Capstone: Senior Manuscript (½, 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. Proposals for enrollment are due on July 15 and are subject to approval by departmental faculty. Offered each fall semester or by special approval. Prerequisite: junior or senior standing, Biology 247, 289, and at least 3 additional biology courses numbered 201 or higher, and an accepted proposal.

**BIOL 391. Directed Readings in Biology (½, 1).** Individual study under faculty supervision. Prerequisite: sophomore standing. Consent of faculty supervisor and chair of biology department.

**BIOL 392. Independent Research in Biology (½, 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 (½).** Work with faculty in classroom and laboratory

instruction. *Graded credit/no credit. Prerequisite: sophomore standing. Consent of faculty supervisor and department chair.*

**BIOL 396. Teaching Assistant Research**

**(1/2).** Course, laboratory, and curriculum development projects with faculty. *Prerequisite: sophomore standing. Consent of faculty supervisor and department chair.*

**BIOL 398. Professional Experience (Non-Credit).**

An opportunity to acknowledge on a student's permanent transcript experience as a teaching assistant, in the preparation or design of laboratory materials, or as a research assistant. *Prerequisite: consent of faculty supervisor. Consent of faculty supervisor and chair of biology department.*

# Chemistry

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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**

**WILLIAM BROWN** (emeritus)

**THEODORE GRIES**

**GEORGE LISENSKY**, chair

**ALFRED ORDMAN**

**LAURA PARMENTIER**

**BROCK SPENCER**

**RAMA VISWANATHAN**

**UZMA ZAKAI**

## **Chemistry Major**

**(14 units)**

1) Ten departmental units:

- a) Chemistry 117
- b) Eight units with at least 1 unit from each of the five branches of chemistry:
  - i) Analytical Chemistry: 220, 225
  - ii) Organic Chemistry: 230, 235
  - iii) Physical Chemistry: 240, 245
  - iv) Inorganic Chemistry: 150, 250
  - v) Biochemistry: 260, 300
- c) Chemistry 280 (1/4), 380 (1/4), and 385 (1/2).

2) Four supporting units:

- a) Mathematics 110
- b) Physics 101
- c) Two units selected from Mathematics 106, 115, 175; Physics 102, 206, 210; 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: In order to adapt to the rapidly changing professional environment of the 21st century, 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 (Sophomore Seminar), covers specific communications skills required by chemistry professionals, including résumé preparation, job searching and interview skills, and computer-based tools.

- c) Chemistry 380, Senior Seminar, provides multiple opportunities to present topical scientific seminars and to evaluate seminars given by peers.
- d) Chemistry 385, Senior Thesis, involves critical evaluation of a topic or original research in consultation at various stages of revision with a primary and secondary faculty reader.

5) Computer analysis and data visualization: Computer skills are essential for data acquisition, analysis and visualization, simulations of molecular processes, and molecular modeling. Computer programs and software supplement and enhance the skills for oral and written communication in chemistry. Excel-based spreadsheets and macros are used throughout the curriculum. Students also learn to use specialized computation and visualization tools including MathCad, ChemDraw, Spartan, Gaussian, Chem 3D, Protein Data Bank molecular viewers, and Unix/PERL-based scripts for genomics database manipulation.

## Applied Chemistry Major

**(14 units)**

- 1) Eight departmental units:
  - a) Chemistry 117
  - b) Six units with at least 1 unit from each of four of the five branches of chemistry. *See chemistry major.*
  - c) Chemistry 280 ( $\frac{1}{4}$ ), 380 ( $\frac{1}{4}$ ), and 385 ( $\frac{1}{2}$ ).
- 2) Six supporting units:
  - a) Mathematics 110
  - b) Physics 101
  - c) 4 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

**(15 units)**

- 1) Nine departmental units:
  - a) Chemistry 117
  - b) Chemistry 220, 230, 235, 260, and 300.
  - c) Two additional units with 1 unit in each of the remaining branches of chemistry: physical chemistry (Chemistry 240 or 245) and inorganic chemistry (Chemistry 150 or 250).
  - d) Chemistry 280 ( $\frac{1}{4}$ ), 380 ( $\frac{1}{4}$ ), and 385 ( $\frac{1}{2}$ ) (can substitute Biology 385 or 387).
- 2) Six supporting units:
  - a) Biology 110, 111, 121, 141, or 151.
  - b) Biology 237, 248, 289, or 345.
  - c) Mathematics 110 and 115.
  - d) Physics 101 and either 102 or 210.
- 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

**(14 units)**

- 1) Seven departmental units:
  - a) Chemistry 117
  - b) Five units with at least 1 unit from each of four of the five branches of chemistry. *See chemistry major.*
  - c) Chemistry 280 ( $\frac{1}{4}$ ), 380 ( $\frac{1}{4}$ ), and 385 ( $\frac{1}{2}$ ).
- 2) Seven supporting units:
  - a) Mathematics 110
  - b) Physics 101
  - 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

(5¼ units)

- 1) Chemistry 117
- 2) Four units selected from the five branches of chemistry. *See chemistry major.*
- 3) Chemistry 280 (¼).

## 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, automobile pollution, and health/nutrition. 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 127. Biochemical Issues (1).** This is a course in which students experience doing what many biochemists do. They seek an interesting interdisciplinary area, such as nutrition or nerve signaling. The class acquires biochemical data and tests holistic solutions. Cooperatively, students acquire relevant biochemical skills beyond introductory biology and chemistry. Individually, each student completes a project using her/his own unique disciplinary background, which results in a poster suitable for public presentation. May be repeated for credit if topic is different. *Offered each semester. Prerequisite: Chemistry 117 or consent of instructor.*

**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 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 mole calculations.*

**CHEM 225. Topics in Instrumental Analysis (½).** 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; microcalorimetry; and voltammetry. Three class periods and one laboratory period per week. May be taken more than once under different topics. *Prerequisite: Chemistry 220 or 230.*

**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. 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. *Offered each spring. Prerequisite: 1 unit of chemistry, Physics 101, and Mathematics 110 or consent of instructor.*

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

**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, magnetism, 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. Biochemistry of Metabolism (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 one-hour classes and one three-hour laboratory per week. (Also listed as Biology 260.) *Offered each spring. Prerequisite: any 100-level biology course and Chemistry 230, or consent of instructor.*

**CHEM 280. Professional Tools for Scientific Careers (¼).**

Planning your future, defining and finding internship and post-college opportunities, locating useful technical literature, and computer-based visualization and presentations. One period per week. *Graded credit/no credit. Offered each spring. Prerequisite: Chemistry 117 or sophomore standing.*

**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 combined class and laboratory periods per week. (Also listed as Biology 300.) *Offered each fall. Prerequisite: Chemistry 220, 235, and one from Biology 110, 111, 121, or 141.*

**CHEM 370, 375. Advanced Topics (½, 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 (¼).**

Discussion of issues involving chemistry, biochemistry, health, environment, and technology using current articles from the scientific literature. May be taken more than once. One period per week. *Graded credit/no credit. Offered each semester. Prerequisite: Chemistry 280.*

**CHEM 385. Senior Thesis (½).** 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. *Prerequisite: senior standing in Biochemistry or Chemistry.*

**CHEM 390. Special Projects (¼ - 1).**

Research work under faculty supervision. *Prerequisite: sophomore standing.*

**CHEM 395. Teaching Assistant (¼, ½).**

Work with faculty in classroom and laboratory instruction. *Graded credit/no credit.*

**CHEM 396. Teaching Assistant Research (¼, ½).**

Course, laboratory, and curriculum development projects with faculty. *Prerequisite: consent of instructor.*

# Classics

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*The study of classics is an entirely selfish endeavor. Its only goal is to understand better who the ancient Egyptians, Greeks, and Romans were, so that we can understand better who we are.*

*One ancient thought best describes this ideal of classical studies: "Know yourself!"*

## **Faculty**

**KOSTA HADAVAS, chair**

**GENE MILLER**

**ARTHUR ROBSON (emeritus)**

**LISL WALSH**

**JOHN WATROUS**

## **Classical Civilization Major**

**(9 units)**

- 1) Six departmental units:
  - a) Completion of the 100-level courses, or the equivalent, in either Greek or Latin.
  - b) Four courses in classical literature and civilization chosen from: Classics 100, 150, 205, 225, 226, 227, 230, or 250.
- 2) Supporting courses (3 units):
  - a) Three courses chosen in consultation with the advisor. Especially recommended are Anthropology 110 and 310; Art History 120; History 221 and 222; Philosophy 200 and 350; and religious studies courses.
- 3) Writing/Communication requirement: *see classical philology major.*

## **Classical Philology Major**

**(11 units)**

- 1) Eight departmental units:
  - a) Six units or the equivalent above the 100-level courses in either Greek or Latin.

- b) Completion of the 108 level or the equivalent in another language. Note: Either Egyptian or a modern language may be substituted for the other classical language.
- 2) Supporting courses (3 units):
    - a) Three courses chosen in consultation with the advisor. Especially recommended are History 221 and 222; Philosophy 200 and 350; Art History 120; Anthropology 110 and 310; upper-level courses in other literatures.
  - 3) Majors are strongly encouraged to participate in the college's programs in Italy or Greece.
  - 4) Writing/communication requirement: The department of classics emphasizes the development of oral and written communication for all students enrolled in its courses. Since classics involves the study of languages, literature, and material culture, students are expected to develop a broad range of oral and written skills that demonstrate an understanding of the diverse nature of the material examined. These skills can be classified under the three types of courses the department offers:
    - a) Civilization, literature, and mythology courses (Classical Studies 100, 150, 205, 225, 230, and 250, History 221, 222). All these classes are normally designated as writing courses. To engage the evidence that survives for analyzing the ancient world, student writing in these courses includes response papers, analytical essays, creative writing, and shorter research papers. Students also give solo and group oral presentations.
    - b) Intermediate and advanced Greek and Latin language courses. Students engage in more specialized writing that focuses on their understanding of the specific historical, literary, and grammatical nature of the texts being studied.

- c) Special projects and honors theses. In their sophomore, junior, or senior year, students may choose to work on an independent research project that involves the development of a thesis and the presentation of evidence for support. At the end of the project, students are strongly encouraged to present their research publicly at Student Symposium.

## Description of Courses

### Classical Studies

**CLAS 100. Introduction to Classical Studies (1).** An investigation of the people and ideas that shaped and led the Golden Age of Greek and Roman civilization. Specific focus and topic will vary from term to term. The principal emphasis will be literary, but any aspect of the Greek world may be included at the option of the instructor. Designed for both the general student and the major in classics or comparative literature. (5T) *Topics course. Offered odd years, fall semester.*

**CLAS 150. Classical Mythology (½, 1).** The character and influence of classical mythology, emphasizing its importance in literature, religion, and the fine arts. May be repeated for credit if topic is different. (5T) *Offered each spring.*

**CLAS 205. Graeco-Roman Literature and its Post-Classical Tradition (1).** Focus upon either a specific genre, such as tragedy, or period, such as the Italian Renaissance. May be repeated for credit if topic is different. (5T) *Offered each spring.*

**CLAS 225. Myth and Monuments: Greek Art and Archaeology (1).** Detailed, interdisciplinary inquiries into the cross-fertilization of myth and history as revealed by the complex of verbal, artistic, and archaeological records. Through this correlation of traditionally discrete fields, a new picture emerges of the Minoan, Mycenaean, Archaic, and Classical periods of civilization. (3B) *Topics course. Offered each semester.*

**CLAS 226. Greek Art and Archaeology (1).** An introduction to the art and archaeology of Greece, from the Early Bronze Age up through the Hellenistic period. Special emphasis is given to Minoan and Mycenaean civilization, and to

archaic and classical Athens. (Also listed as Art History 232.) (3B) *Prerequisite: one course in either classics, art history, or archaeology, or consent of instructor.*

**CLAS 227. Roman Art and Archaeology (1).** An introduction to the art and archaeology of Etruscan and Roman civilization, from the Early Iron Age up through the rise of Constantinople. (Also listed as Art History 233.) (3B) *Prerequisite: one course in either classics, art history, or archaeology, or consent of instructor.*

**CLAS 230. Byzantine Culture (1).** An introduction to the literary, philosophical, and theological currents of thought within the developing historical context of the Byzantine Empire from A.D. 500 to 1452. The continuity of the intellectual traditions of classical Greece and Rome will be examined as they appear in the Greek Fathers, the Orthodox Liturgy, the heresies, and theories of imperial power. (3B)

**CLAS 250. Literature in Translation Graeco-Roman Specialties (½, 1).** The subject and content of the course will change according to the training and special interest of the instructor. May be repeated for credit if topic is different. (5T) *Offered each fall.*

**CLAS 390. Special Projects (¼ - 1).** *Prerequisite: sophomore standing.*

**CLAS 395. Teaching Assistant (½).** Work with faculty in classroom instruction. *Graded credit/no credit.*

**CLAS 396. Teaching Assistant Research (½).** Course and curriculum development projects with faculty.

### Greek

**GREK 103. Beginning Ancient Greek I (1).** Intensive presentation of essential Greek forms and syntax enabling the student to read competently classical texts as soon as possible. (1S) *Offered each fall.*

**GREK 108. Beginning Ancient Greek II (1).** Review of Greek forms and syntax followed by readings in Homer, Plato, or the New Testament. (1S) *Offered each spring. Prerequisite: Greek 103 or consent of instructor.*

**GREK 200. Homer and Homeric Hymns (1).**

First half of the term: representative books of the *Iliad* or *Odyssey*, including an examination of Homeric style, narrative technique, the nature of oral poetry and epic. Second half of the term: an examination of representative Homeric hymns and their contributions to the oral tradition of bardic poetry. (5T) *Prerequisite: Greek 108 or equivalent.*

**GREK 205. Plato (1).** A general introduction to the dialogue form and interpretative principles of Plato's philosophy. At least two dialogues will be studied intensively. (5T) *Prerequisite: Greek 108 or equivalent.*

**GREK 210. Herodotus (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 108 or equivalent.*

**GREK 215. Sophocles and Euripides (1).** An in-depth study of their plays. An examination of the impingement of time and destiny upon the Sophoclean hero; an analysis of Euripides' depiction of movement from mythic consciousness to the broken circle of the age of analysis. (5T) *Prerequisite: Greek 108 or equivalent.*

**GREK 220. New Testament (1).** A general introduction to the literature of the New Testament, the language of Koine Greek, and the techniques of New Testament textual criticism. Selections will normally include a gospel and a Pauline epistle. (Also listed as Religious Studies 241.) (5T) *Prerequisite: Greek 108 or equivalent.*

**GREK 300. Early Greek Poetry (1).** Hesiod, Homeric hymns, and lyric poets serve as sources for the examination of poetic texture as well as guides to the character of Greek myth, religion, and social development. (5T) *Prerequisite: two 200-level courses.*

**GREK 305. Greek Philosophy (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 early and middle dialogues of Plato and the nomothetic works of Aristotle. (5T) *Prerequisite: two 200-level courses.*

**GREK 310. Greek History and Rhetoric (1).**

The influence of logos upon historical writing and political action. Primary attention to the practice and effect of rhetoric upon cultural life in the Hellenic or Hellenistic periods. (5T) *Prerequisite: two 200-level courses.*

**GREK 315. Greek Drama: Internal Definition and Historical Influence (1).**

Close reading of representative plays of Aeschylus, Sophocles, Euripides, and Aristophanes; each figure as a representative of and critical commentator upon his age. Detailed attention to the inner world of the playwright as poet, dramatist, and theatrical craftsman. Exploration of Greek tradition in Roman and postclassical periods through an investigation of alternative approaches to theme, characterization, and society in the history of the theatre. May be repeated for credit if topic is different. (5T) *Offered even years, spring semester. Prerequisite: two 200-level courses.*

**GREK 390. Special Projects (1/4 - 1).**

*Prerequisite: sophomore standing.*

**GREK 395. Teaching Assistant (1/2).**

Work with faculty in classroom instruction. *Graded credit/no credit.*

**GREK 396. Teaching Assistant Research (1/2).**

Course and curriculum development projects with faculty.

## Latin

**LATN 103. Beginning Latin I (1).**

Intensive and thorough presentation of all Latin grammar and forms. 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 108. Beginning Latin II (1).**

Intensive review of Latin forms and syntax, followed by a reading of a classical Latin text. (1S) *Offered each spring. Prerequisite: Latin 103 or consent of instructor.*

**LATN 200. 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: from comic, drama, satiric poetry, and epigrammatic lampoon to class structure and social ethics, personality and stereotype, power politics and

statesmanship. Attention to antecedence and consequence: from Greek origins to contemporary forms. (5T) *Offered even years, fall semester. Prerequisite: Latin 108 or equivalent.*

**LATN 205. Epic and Lyric: Vergil and Horace (1).** In the first module there is general consideration either of the *Aeneid* or of the *Georgics* and the *Eclogues*. Attention is directed toward stylistics and critical interpretation in light of Augustan literature and politics. The second module includes reading and examination of representative works of Horace's poetry as well as the poet's use of metrics and rhetorical devices. (5T) *Prerequisite: Latin 108 or equivalent.*

**LATN 210. Livy and Tacitus (1).** The first module focuses upon *Ab Urbe Condita*, Livy's picture of the *priscae virtutes* and their relationships to his aims and methods. The second module focuses upon Tacitus' portrait of the Roman Empire, his political thought, and illustrations of character, class, and social conditions. (5T) *Prerequisite: Latin 108 or equivalent.*

**LATN 225. Medieval Latin Intellect (1).** Transformation of Latin thought and style resulting from contact with Hebraic and Christian thought. Major figures include Augustine, Boethius, Abelard, Aquinas, and Dante. (5T) *Prerequisite: Latin 108 or equivalent.*

**LATN 300, 305, 310: Advanced Latin Literature Guided Seminars (1 each).** The approach consists in large measure of student-centered and independent reading, presentation of papers, and analytical criticism. Evaluation of the students' developing philological skills occurs at regular intervals during the term. In general, the role of the professor is to function as resource person and conductor of individual and small group conferences. (5T)

**LATN 300. Roman Drama: Internal Definition and Historical Influence (1).** Close reading of representative plays of Plautus,

Terence, and Seneca, each figure as representative of and critical commentator upon his age. Detailed attention to the inner world of the playwrights as poets, dramatists, and theatrical craftsmen. Consideration of their Greek antecedents and investigation of the Roman tradition in post-classical history of the drama. (5T) *Prerequisite: two 200-level courses.*

**LATN 305. Roman Mythology and Religion (1).** Rome and her gods in the experience of her greatest poets: religion as a verification of myth and history; private religion and public reality; prayer, sacrifice, divination, and priesthood, myth and religion as paths to social revolution and political reform; the poet as blasphemer and propagandist, as satirist, cultural stabilizer, and renegade. (5T) *Prerequisite: two 200-level courses.*

**LATN 310. Roman History and Rhetoric (1).** Key periods of Roman history and their characteristics: traditions of archaic, republican, and imperial historiography; historical and literary method; philosophical and moral traditions; rhetorical and literary history in the midst of political controversy. (5T) *Prerequisite: two 200-level courses.*

**LATN 350. Augustine (1).** An examination of the twin sources of his philosophy and theology: Roman (Cicero and Vergil) and Christian (New Testament). Advanced study of *De Civitate Dei*, involving close reading and analysis, the use of secondary sources, and the preparation of an extended scholarly or critical essay. (5T) *Prerequisite: two 200-level courses.*

**LATN 390. Special Projects (1/4 - 1).** *Prerequisite: sophomore standing.*

**LATN 395. Teaching Assistant (1/2).** Work with faculty in classroom instruction. *Graded credit/no credit.*

**LATN 396. Teaching Assistant Research (1/2).** Course and curriculum development projects with faculty.

# 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)**

**CHRISTOPHER FINK (English)**

**SHAWN GILLEN (English)**

**NATALIE GUMMER (religious studies)**

**KOSTA HADAVAS, chair (classics)**

**TAMARA KETABGIAN (English)**

**ROB LaFLEUR (History)**

**DIANE LICHTENSTEIN (English)**

**SCOTT LINEBERGER  
(modern languages and literatures)**

**SYLVIA LÓPEZ  
(modern languages and literatures)**

**HEATH MASSEY (philosophy)**

**TOM McBRIDE (English)**

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

**DONNA OLIVER  
(modern languages and literatures)**

**AMY TIBBITTS  
(modern languages and literatures)**

**OSWALDO VOYSEST  
(modern languages and literatures)**

**LISL WALSH (classics)**

**LISA HAINES WRIGHT (English)**

**STEVEN WRIGHT (English)**

**DANIEL YOUND  
(modern languages and literatures)**

## **Comparative Literature Major**

**(9 units)**

1) Nine departmental units:

- a) Comparative Literature 190, 246.
- b) English 195, 196, or 197.
- 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 (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: Comparative Literature 190, or consent of instructor.*

**CPLT 246. Literary History, Theory, Practice (1).** This course investigates various approaches to language, texts, reading, representation, literary history, and interpretation. Various theoretical perspectives will be used to analyze literary texts. Topics, theories, and texts vary with instructor. (Also listed as English 246.) *Prerequisite: English or Comparative Literature 190 and either English 195, 196, or 197.*

**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 (1/4 - 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

PAUL CAMPBELL

DARRAH CHAVEY

STEVEN HUSS-LEDERMAN

RANJAN ROY, chair

PETER THERON

RAMA VISWANATHAN

ROBIN ZEBROWSKI  
(cognitive science)

## **Advanced Placement Credit**

Supplemental to the college's general policies of Advanced Placement and Credit (see chapter 6), 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 ½ units)**

- 1) Nine and ½ departmental units:
  - a) Five units of core courses: Computer Science 121, 125, 131, 204, 211, 301, and 381 taken three times.
  - b) Four and one-half additional units in computer science with the following restrictions: no more than an additional ½ unit of Computer Science 381; no more than 1 unit of Computer Science 161 or 261, or Physics 220; and no more than 1 unit of internship or Computer Science 170, 270, 390, or 395.
- 2) Two supporting units:
  - a) Mathematics 110; and
  - b) either Mathematics 160 or 200.
- 3) Students planning to attend graduate school in computer science should consult with an advisor for additional study that should be done.
- 4) Writing/communication requirement: at least 5 units designated by the college as W, at least 2 units from inside the mathematics/computer science department, and at least 2 units from outside the department. Transfer students should consult with a departmental advisor about potential credit for courses taken elsewhere. Computer science courses that qualify include 131, 204, 341, 381, and other courses as designated by the instructor.

Computer scientists 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 computer scientists usually consists of program design documents or code description.

Many of the department's 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 writing is in courses in other disciplines. Consequently, computer science majors are required to take writing courses both inside and outside the department.

- 5) Computer Science majors are expected to take Computer Science 381 each semester in which they are in residence during their junior and senior years.

## Computer Science Minor

(6 units)

- 1) Six departmental units:
  - a) Three units of core courses: Computer Science 121, 125, 131, 204, and 381.
  - b) Three additional units in computer science with the following restrictions: no more than an additional ½ unit of Computer Science 381; no more than 1 unit of Computer Science 161 or 261, or Physics 220; and not Computer Science 170, 270, 390, or 395.

## Description of Courses

**CSCI 121. Introduction to Programming (½).** Introduction to computer programming for students with no or limited experience in programming, emphasizing programming constructs (loops, conditionals, recursion) and object-oriented programming. Students work in pairs on increasingly complex programs to create software solutions to problems of general interest. (2A) *Offered each semester, first module.*

**CSCI 123. Great Ideas in Computer Science (½).** Introduction to computer science in the liberal arts tradition. Topics include social and ethical implications of computer science, privacy, historical perspective, Moore's law, how information is stored, robots, artificial intelligence, and the Internet. *Offered occasionally.*

**CSCI 125. Introduction to Computer Hardware (½).** Introduction to the organization of the physical components of a computer (hardware) and the interface between the hardware and the programs/instructions (software) that results in a functioning computational machine. Features an introduction to binary numbers, digital logic, and elementary programming at the raw binary level and the assembler level (in terms of the instruction set for the central processing unit (CPU)). Includes study of the other critical components of the computer: memory and its hierarchy, buses, and their communication with one another and the outside world. *Offered fall 2012 and each fall thereafter, first module. Prerequisite: some prior computer programming experience is desirable.*

**CSCI 131. Object-Oriented Java Programming (½).** Programming in Java for students with substantial programming experience in some language. Basic programming constructs, with emphasis on standard techniques for specifying and documenting programs, plus object-oriented programming, including the use of standard Java objects and the creation of new objects. Testing techniques are emphasized throughout. (1S) *Offered each semester, second module. Prerequisite: Computer Science 121 or experience with programming.*

**CSCI 161. Data Visualization (1).** Framed in an interdisciplinary perspective, this introductory course focuses on the aesthetic and computational principles and techniques (including programming techniques) for visualizing data and information from different contexts: molecular, statistical, image, graphics, and network/connection-based. Programming and implementation are based on scripting languages, program modules (many based on easy-to-implement matrix operations), and complete software packages. Students also use specialized projection equipment to view images in 3D. (Also listed as Interdisciplinary Studies 161.) (1S) *Offered odd years, spring semester. Prerequisite: Computer Science 121 and Mathematics 110 or consent of instructor.*

**CSCI 170. General Topics in Computer Science (¼ - 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 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 131.*

**CSCI 211. Threaded Programming (½).** Basic techniques for threaded programs (“threads”), processes in a computer system or program that function together, such as remote users accessing a common site, a program running in one thread while buttons and menus wait for possible commands (“events”) in other threads, or a graphical animation program with several screen objects moving simultaneously. This course introduces basic techniques for creating threaded programs, communicating between threads, and handling concurrency problems. Topics are discussed in a general context, using event-driven interfaces and graphical animation as concrete programming examples. *Offered odd years, fall semester, first module. Prerequisite: Computer Science 204.*

**CSCI 221. Programming Language Paradigms (½).** Explores language families outside the traditional imperative and object-oriented languages, including functional languages and logic programming. Offers perspectives on choice of language to suit a problem context. *Offered fall 2012, first module. Prerequisite: Computer Science 204.*

**CSCI 227. Databases and the Web (½).** Relational database systems are studied with an eye toward practical application. Topics include the relational model, entity-relationship (ER) diagrams, and basic SQL. Also covered are effective web interfaces to databases including scripting access (e.g., PHP or Ruby on Rails). Students also create a full database server. An important aspect of this course is a team project to design and implement a solution to a database application chosen based on student interests. The creation of this project runs the entire semester and is done jointly with students in CSCI 327, but most formal class sessions are in the first half of the semester. This course offers students practical experience with web programming; it can be useful to students in disciplines outside computer science who wish to gain a practical understanding of databases. *Offered even years, fall semester. Prerequisite: Computer Science 204.*

**CSCI 231. Computer Networks (½).** Introduction to the concepts, design, and implementation of computer 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 layers. It also discusses models of network-based computing, with an emphasis on client/server socket-based models. *Offered even years, spring semester, second module. Prerequisite: Computer Science 121 and 125.*

**CSCI 241. Computer Architecture (½).** In-depth study of the hardware constituting a modern von Neumann central processing unit (CPU) in terms of its functional subunits (registers, arithmetic and logic unit, data path and control) and their interconnections, as well as in terms of its interface to memory and the external world. Includes formal study of digital logic, instruction set architectures, advanced assembly language, and simulation and study of a CPU formed from subunits constructed using digital logic. The course also explores alternative processor architectures and multiprocessing. *Offered odd years, fall semester, second module. Prerequisite: Computer Science 125.*

**CSCI 261. Principles of Computation and Modeling (1).** Surveys principles of computational science—basic techniques for the application of computer science in different disciplines—in an interdisciplinary fashion, using examples from art, biology, chemistry, economics, and other disciplines. Discusses fundamental algorithms and packaged implementations of numerical methods needed for modeling and visualization: matrix operations, numerical solutions of differential equations, and graphical and image processing. The course explores computational modeling of fractals, chaos, and complex adaptive systems, based on Wolfram’s thesis that a small set of rules can produce complex behavior. Additionally, the course features global simulations (systems dynamics) and local simulations (cellular automata). (Also listed as Interdisciplinary Studies 261.) *Offered even years, spring semester. Prerequisite: Computer Science 204 and Mathematics 110 or consent of instructor.*

**CSCI 270. Intermediate Topics in Computer Science (¼ - 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 301. Topics in Algorithms (½).** Investigation of general techniques for the design, comparison, and analysis of different major classes of algorithms. The precise topic varies but possible offerings include: geometric algorithms; parallel and distributed algorithms; net-centric algorithms; analysis of algorithms; graph algorithms; and genetic algorithms. May be repeated for credit if topic is different. *Offered 2012, spring semester, first module. Prerequisite: Computer Science 204; Mathematics 160 or 200.*

**CSCI 311. Operating Systems (½).** Surveys the principles on which modern operating systems are based, including concurrency mechanisms, scheduling, memory management, file systems, and security, with examples from major contemporary operating systems. *Offered in odd years, fall semester, second module. Prerequisite: Computer Science 125 and 211.*

**CSCI 327. Databases (1).** Relational database systems are studied with a balance of practical application with core database algorithms and implementation details. The first part of the course introduces the practical use of databases including the relational model, entity-relationship (ER) diagrams, and basic SQL. Also covered are effective web interfaces to databases including scripting access (e.g., PHP or Ruby on Rails). Students also create a full database server. An important aspect of this course is a team project to design and implement a solution to a database application chosen based on student interests. The creation of this project runs the entire semester and is done jointly with students in CSCI 227. The second part of the course introduces the topics of normalization, B+-trees, hashing and external sorting, query optimization, transactions and file storage. Students should note that the algorithmic areas covered offer a nice study of advanced algorithms as applied to slow storage devices, and this course is a good complement to Computer Science 204. *Offered even years, fall semester. Prerequisite: Computer Science 204.*

**CSCI 331. Graphical Algorithms (½).** Geometric algorithms and modeling, animation, 3D graphics and rendering. Combines these techniques to consider ways to implement virtual realities, including discussion of future directions of virtual reality. *Offered even years, spring semester, first module. Not offered spring 2012. Prerequisite: Computer Science 211; Mathematics 160 or 200.*

**CSCI 341. Object-Oriented Analysis and Design (½).** Object-oriented design of large programs, including the graphical user interface to a program and emphasizing principles of human-computer interaction. Treats extraction of objects, design of their interactions, and markup language techniques for specifying object designs. The course concludes with validation techniques and the specification of the behaviors of objects, stopping short of writing code to implement designs. *Offered odd years, fall semester. Prerequisite: Computer Science 204.*

**CSCI 370. Advanced Topics in Computer Science (¼ - 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 381. Software Development Projects (½).** In this developmental course, students learn from one another as well as from the instructor. Students work in teams to enhance an ongoing software project through design, implementation, testing, and documentation; teams regularly present ideas, progress reports, and designs. Programming is done in pairs, pairing a more experienced student with a less experienced student. Students learn current design and programming tools and give presentations on topics of current professional interest, including ethical considerations. Computer Science majors are expected to take this course each semester in which they are in residence during their junior and senior years. May be taken up to 4 times. *Offered each semester. Prerequisite: junior standing, Computer Science 204; Computer Science 211 is recommended.*

**CSCI 390. Special Projects (¼ - 1).** Individual, guided investigation of a problem or topic in computer science. *Prerequisite: sophomore standing.*

**CSCI 395. Teaching Assistant (½).** Work with faculty in classroom instruction. *Graded credit/no credit.*

# Economics

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*The Samuel J. Campbell Department of Economics offers three majors—economics, international political economy, and business economics. All of 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

**JEFFREY ADAMS**

**EMILY CHAMLEE-WRIGHT**

**ROBERT ELDER, chair**

**JERRY GUSTAFSON**

**JOSHUA HALL**

**ARIELLE JOHN**

**WARREN BRUCE PALMER**

**DIEP NGOC PHAN**

## **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 from Economics 203, 204, 206, 209, 235, 245, 265, 305 or 306, 320, and 336.
- 2) Supporting courses (3 units):

- a) Three units from Mathematics 110, 115, 175, 190, or 200.
- 3) International requirement: Successful graduates of the department should understand economic and political relations between countries in order to function well in the global economy. The department requires majors to fulfill a two-part international requirement—one appropriate course/experience about relationships between nations and one appropriate course/experience about a country other than the student's own. Many Beloit College courses and a variety of non-course experiences can fulfill this requirement. An overseas seminar, which is strongly encouraged, is an excellent way to satisfy both of the components.
- 4) Writing/communication requirement: Successful graduates of the department should be able to speak and write well in order to communicate complex ideas to different audiences. The department's courses give students strong economics-based analytical skills and the opportunity to practice and extend these skills in writing and speaking. Many of the department's courses can be applied toward the college's Writing Skills requirement. Two core courses required of all majors, 251 and 380, are W classes that provide special writing and speaking opportunities. Departmental majors must also take at least one Writing Skills (W) course outside the department and should take this course prior to enrolling in one of the department's W courses: Economics 204, 206, 209, 235, 251, 315, 336, and 380.
- 5) Experiential education expectation: Successful graduates should develop skills outside of the classroom. This can take many forms. The department encourages and provides support for majors to secure internships, study abroad, or start or lead an organization. Students may also propose a suitable experience with advisor consent.

*The core of the economics major is economic theory. Economic theory is the set of tools the economist uses to understand the bewildering world of commerce in an attempt 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, 206, 209, 306, 320, and 336.
- 2) Supporting courses (3 units):
  - a) Three elective units from Political Science 130, 160, 216, 235, 236, 237, 240, 241, 246, 247, 248, 249, 255, 261, 262, 265, 270, 272, Anthropology 100, 206, 254, 342, Biology 215, Health 280, History 210\*, 275, 282, 283, 383, Interdisciplinary Studies 249, 255, 265, 272, 288, Sociology 215, 230, Women's and Gender Studies 210\*.

(\*) – *With the approval of the advisor.*

**Notes:** 1) *Students may substitute other Beloit College courses that do not appear on this list or courses taken during a study abroad or domestic off-campus program, with approval of the student's major advisor and department chair.* 2) *No more than 2 units from the same discipline can count toward the non-economics elective requirement for the International Political Economy major.* 3) *Students double-majoring in International Political Economy and International Relations can apply no more than four units toward both majors.* 4) *Students are strongly encouraged to take either Political Science 130, 160, or 246.*

- 3) International requirement: *see economics major.*
- 4) Writing/communication requirement: *see economics major.*
- 5) Experiential education expectation: *see economics major.*

*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 203, 205, 206, and 207, and at least 2 units from Economics 235, 245, 265, 302, 303, and 306.
- 2) Supporting courses (2 units):
- a) Two elective units from Mathematics 110; Theatre, Dance and Media Studies 101, 107, 150, 245; Philosophy 100; Environmental Studies 258; Legal Studies 200; Computer Science 161/ Interdisciplinary Studies 161; Psychology 100, 260, 265.
- 3) International requirement: *See economics major.*
- 4) Writing/communication requirement: *See economics major.*
- 5) Experiential education expectation: *See economics major.*

*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 protest 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 each semester. Prerequisite: Economics 199.*

### **ECON 204. Economic Development (1).**

This course examines the social institutions, i.e., “rules of the social order,” that are necessary for economic growth. In particular, this course focuses on the evolution of private property rights and legal and financial institutions that are important to the development process both historically and in the contemporary developing world. We examine what role international aid and development policy might play in this process and the challenges associated with implementing economic reform in the contemporary developing world. (3B) *Offered each semester. Prerequisite: Economics 199.*

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

### **ECON 206. The Chinese Economy and Economic Reform (1).**

This course examines the development of the Chinese economy since the 1800s, primarily focusing on economic reform and development since 1978. *Offered occasionally. Prerequisite: Economics 199.*

**ECON 207. Entrepreneur Workshop (1).** An examination of the processes which lead to the successful launch of new enterprises. Consideration of entrepreneurial skills and ways in which they might be enhanced through education. Focus on planning, marketing, development of pro formas, and opportunity recognition. Course will emphasize practical issues and learning by doing. (3B) *Offered each fall.*  
*Prerequisite: Economics 199.*

**ECON 208. Policy Workshop: Community Redevelopment (1).** An examination of the theory and practice of how communities attempt to develop a better environment. An understanding of the broad economic forces affecting communities will be introduced and, in particular, how real estate markets affect and are affected by broader economic and social variables. The course will draw upon a wide literature from urban and regional planning, urban history, design, landscape architecture, and public policy. Students will have an opportunity to do a group project(s). Projects will focus on areas of housing, downtown redevelopment, commercial development, and amenity development. Members of the workshop will have ample opportunity to discuss their project with community development practitioners. *Offered occasionally.*  
*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 each 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 most semesters.*  
*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 235. International Trade and Finance (1).** Classical and modern theories of international trade; commercial policy and barriers to trade; economic integration, international factor movement, multinational corporations, direct investment; foreign exchange markets, balance of payments, alternative monetary systems. The roles of international and national institutions are discussed in the context of current international problems. *Offered each spring.* *Prerequisite: Economics 199, 211, and 212.*

**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 most fall semesters. Prerequisite: Economics 199, 211, and 212.*

**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.*

**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 (½, 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 (½, 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 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 with regard to 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, 212, and 251.*

**ECON 305. Mathematical Macroeconomics (1).** This course uses techniques from mathematics to extend the models developed in the Intermediate Macroeconomic Theory course. Static, comparative static, dynamic, and optimal control models track the behavior of macroeconomic variables. These models illustrate applications of linear algebra, differential calculus, and integral calculus. *Offered occasionally. Prerequisite: Economics 199, 211, 212, Mathematics 110 and 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, 211 and Mathematics 110.*

**ECON 315. Management and Organization (1).** Principles of classical organization theory. Role of motivation, conflict, communication, and leadership. Rational organizational

performance planning and innovation. The executive role: power, authority, status. Overview of tasks of the manager, decision procedures, managerial system vs. intuition. Ethics in management. *Offered occasionally. Prerequisite: Economics 199 and 211.*

**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 each spring. 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 of these 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 occasionally. 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.* *Prerequisite: senior standing.*

**ECON 390. Special Projects (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.*

# 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**

**KATHLEEN GREENE**, chair and licensing officer

**JINGJING LOU**

**WILLIAM NEW**

**THOMAS WARREN** (emeritus)

## **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. Most often this takes the form of preparing students to be teachers. Education and youth studies department programs are fully accredited by Wisconsin's Department of Public Instruction. 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 major features three distinct tracks:

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

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

**Track Three: Youth and Society**, which does not lead to Wisconsin certification.

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 a full term of field work, either as student-teachers or as interns/researchers. Such opportunities are available locally, nationally, and internationally.

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

1) Children and Schools (11 units)

- a) Education and Youth Studies 101 or 102, 151, 204, 252, 262, 272, 282, and 302 (3\*).
- b) 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. (Students going abroad for part of their student teaching should choose Education and Youth Studies 276 or 296 when offered with an international focus.)
- c) 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.

2) Adolescents and Schools (11 units)

- a) Education and Youth Studies 101 or 102, 152, 204, 267, 277, 304 (3\*).
- b) One course chosen from the following disciplinary perspectives: Education and Youth Studies 252, 262, 272, or 282.

- c) 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. (Students going abroad for part of their student teaching should choose Education and Youth Studies 276 or 296 when offered with an international focus as one of the required electives.)
- d) Writing/Communication requirement: *See children and schools.*

*\*If student is teaching abroad, these 3 units will be split between Education and Youth Studies 310 and either 302 or 304.*

3) Youth and Society (11 units)

- a) Education and Youth Studies 101 or 102, 151 or 152, 204, 296, or equivalent, 306 (3), 382.
- b) Choose 2 units of Education and Youth Studies 276 (topics will vary each semester).
- c) Choose 1 unit of 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.
- d) 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.

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

- 1) middle childhood/early adolescence (grades 1-8)
- 2) early adolescence/adolescence (grades 6-12)
- 3) art (grades 1-12)
- 4) drama (grades 1-12)
- 5) 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, e.g., passing examinations of basic skills and content knowledge.

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. 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.

## Special Programs:

### Coaching Certification

Beloit College has a state of Wisconsin-approved program in coaching certification. Students interested in pursuing this certificate should consult with the chair of education and youth studies.

## 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

**Children's Development (1).** This course introduces the study of cognitive and emotional development from early childhood to early adolescence, as well as learning, motivation, and evaluation in a developmental context. Students read and discuss contemporary and historical authors of diverse perspectives and cultural locations. Students engage in case studies of children drawn from the history of psychology, literature, film, personal experience, and recent events. Attention will also be given to technological dimensions of learning, motivation, development, and evaluation. The course is organized around collaborative and individual projects. Includes at least 15 hours of field experience. (3B) *Offered most semesters.*

### EDYS 152. Psychologies of Adolescence and

**Education (1).** This course addresses a wide range of psychological and educational issues for

adolescents, with special attention to individual and group differences in the experiences and social meanings of adolescence. Students explore developmental theories of diverse perspective with the goals of an integrated understanding of physical development, personality, cognition and learning, social behavior, and belief structures. This course also addresses social and psychological issues of particular interest for adolescents: sexuality, conflict and violence, ethnic and gender identity, and career aspirations. The course includes at least 15 hours of field experience in schools and other settings. *Offered as needed.*

**EDYS 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. (3B) *Offered yearly. Prerequisite: any introductory course in the social sciences.*

**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 each spring. Prerequisite: Education and Youth Studies 101 or 102, 151 or 152, and 204, or consent of instructor.*

**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 each fall. Prerequisite: Education and Youth Studies 101 or 102, 151 or 152, and 204.*

**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, 152, and 204.*

**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 each fall.* *Prerequisite: Education and Youth Studies 101 or 102, 151 or 152, and 204 (may be taken concurrently), or consent of the instructor.*

**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, 152, 204, and 267.*

**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 each spring. Prerequisite: 2 prior courses in education, history, or anthropology.*

**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 as needed. Prerequisite: Education and Youth Studies 101 or 102, 151, or 152, and 204, or consent of instructor.*

**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. *Graded credit/no credit. Offered each fall. Prerequisite: Education and Youth Studies 101 or 102, 151, 204, 252, 262, 272, 282, one elective, and 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. *Graded credit/no credit. Offered each fall. Prerequisite: Education and Youth Studies 101 or 102, 152, 204, 267, 277, one course from 252, 262, 272, or 282, two electives, and consent of department.*

**EDYS 306. Fieldwork: Youth and Education (½ -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. *Graded credit/no credit. Offered as needed. Prerequisite: Education and Youth Studies 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. Prerequisite: coursework or experience in international or comparative education.*

**EDYS 360. Practicum in Museum Education (1).** *See Museum Studies 360 for course description.*

**EDYS 382. Senior Thesis (1).** Students pursue individual research on topics in education 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. Students complete a written report of their research and present their research at Student Symposium. Offered as an independent project with prior approval of a sponsoring faculty member. *Prerequisite: completion of all education and youth studies major requirements except student teaching or fieldwork and the recommendation of the department.*

**EDYS 390. Special Projects (¼ - 1).** *Prerequisite: sophomore standing.*

**EDYS 395. Teaching Assistant (½).** Work with faculty member in classroom instruction. *Graded credit/no credit. Prerequisite: consent of instructor.*

**EDYS 396. Teaching Assistant Research (½).** Course and curriculum development projects with faculty member(s). *Prerequisite: consent of instructor.*

**EDYS 397. Research Assistant (½).** Assistance to an education and youth studies faculty member in scholarly research. *Prerequisite: education and youth studies major. Departmental approval.*

# English

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*The English department offers two majors: literary studies and creative writing. Literary studies majors examine literature as a living part of the culture from which it springs. In creative writing, students practice creative composition in fiction writing, poetry writing, playwriting, screenwriting, and nonfiction writing; the program features the Beloit Fiction Journal, a national publication that English 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

CHRISTOPHER FINK

SHAWN GILLEN

GILES FODEN, Lois and Willard Mackey  
Distinguished Professor of Creative Writing,  
2011

TAMARA KETABGIAN, chair

CHARLES LEWIS

DIANE LICHTENSTEIN

TOM McBRIDE

CYNTHIA McCOWN

JENNIFER McGOVERN

MEGAN MUTHUPANDIYAN

REBECCA STAFFORD

LISA HAINES WRIGHT

STEVEN WRIGHT

## **Literary Studies Major (14 units)**

- 1) Ten departmental units:
  - a) English 190, 195, 196, 205; and 301 or 310.
  - b) Five additional literature units: at least 1 of which must be in American literature, and at least 1 must be in British literature. Of these 5 units, 2 must be in early literature (251, 252, 256) and 2 must be in later literature (253, 254, 257, 258). These 5 units must also include either English 246 or two theory-designated “TD” courses.
- 2) Completion of one of the following:
  - a) Symposium Day presentation, based on substantial research project (e.g., honors thesis, special project, revised course paper). OR
  - b) Portfolio, which includes the following two sections:
    - i) Compilation of 20 pages of the best and/or most representative work from literary studies courses.
    - ii) Reflection (2-3 pages) on the portfolio (which might include an account of the selection process, brief explanation of the work selected, a cumulative response to literary studies courses, and/or a charting of progress in critical skills).
- 3) Four supporting courses: Four courses chosen in consultation with the advisor.

- 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 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 units)**

- 1) Nine departmental units:
  - a) English 190, 195, 196, and 205.
  - b) Two advanced creative writing courses from 210, 215, 220, or 226.
  - c) Three additional English units, including at least 1 but no more than 2 creative writing units. (English 310 may count as an additional creative writing course.)
- 2) Completion of one of the following:
  - a) Public performance of the student's writing; OR
  - b) Printed booklet containing student's writing.
- 3) Four supporting courses: Four courses chosen in consultation with the advisor.
- 4) Journalism 228 can count either as a literary studies elective for the creative writing major or as a supporting course.

- 5) 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.*

*Students majoring in other disciplines who wish to improve their writing skills should take a course such as English 160.*

## **English Minor**

**(6 units)**

- 1) English 190, 195, 196.
- 2) Two from 160, 197, 205, 234, 251, 252, 253, 254, 256, 257, 258.
- 3) One from 246, 271, 301, 310, 360.

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

## **Journalism Minor**

*(See chapter 3)*

## **Description of Courses**

**ENGL 160. Introduction to Rhetorical Theory and Practice (1).** This course provides an intensive overview of classical and modern rhetoric and discourse studies. Through example and their own writing, students will learn about modes of persuasion, logical fallacies in argumentation, and how to use external aids (the library, the Web, electronic databases, etc.) to strengthen their thinking and writing.

**ENGL 190. Introduction to Literary Study (1).** Designed for the potential major in English and other interested students. Possible prerequisite to advanced courses in English. Methods of close reading of selected works of poetry, drama, and fiction, 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).** Reading lists vary, but each includes British texts from the earliest to the most recent literary historical periods. The course's aim is to provide students with an understanding of individual texts as indebted to the texts that precede them, and as unique demonstration of each writer's own creativity and of the specific historical context within which she/he writes. *Offered each semester. Prerequisite: English 190.*

**ENGL 196. American Literary Traditions (1).** Reading lists vary, but each includes American texts from the 17th through the 20th centuries. The course's aim is to provide students with an understanding of individual texts as indebted to the texts that precede them, and as unique demonstration of each writer's own creativity and of the specific historical context within which she/he writes. *Prerequisite: English 190.*

**ENGL 197. Literature of the English Diaspora (1).** Reading lists vary, but each includes texts from throughout the English diaspora. The course's aim is to provide students with an understanding of individual texts as related to other texts, and as unique demonstrations of each writer's own creativity and of the specific historical, cultural, and regional context within which she/he writes. *Prerequisite: English 190 or consent of instructor.*

**ENGL 205. Introduction to Creative Writing (1).** Experimentation and practice in writing poetry and fiction. Readings to suggest and illustrate forms and techniques. (2A) *Offered each semester. Prerequisite: one literature course or sophomore standing.*

**ENGL 210. Creative Writing: Poetry (1).** Close analysis of representative poems to increase understanding of the nature and methods of poetry. Composition and discussion of original poems. *Offered each fall. Prerequisite: English 205.*

**ENGL 211. Advanced Poetry-Writing (1).** Advanced practice in the techniques of poetry-writing. Composition and discussion of original poems. *Offered occasionally. Prerequisite: English 205 and 210.*

**ENGL 215. Writing for Actors (1).** Analysis of the craft of dramatic writing with emphasis on structure and dialogue. Practice in writing scripts

for stage and screen. (Also listed as Theatre Arts, Dance and Media Studies 233.) *Prerequisite: English 205 or Theatre Arts, Dance and Media Studies 202.*

**ENGL 220. Creative Writing: Fiction (1).** The techniques of short story writing. Study of representative examples. Practice in writing fiction of various lengths. *Offered each fall. Prerequisite: English 205.*

**ENGL 221. Advanced Fiction-Writing (1).** Advanced practice in the techniques of fiction-writing. Composition and discussion of original stories. *Offered occasionally. Prerequisite: English 205 and 220.*

**ENGL 223. Topics in Creative Writing (1).** This course examines specific modes of creative writing that cross traditional literary genres such as graphic novels, online writing, and writing for video. It may focus on specific topics that cross literary genres such as point of view, setting, and narrative. May be repeated for credit if topic is different. *Offered occasionally. Topics course. Prerequisite: English 190, 205.*

**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.*

**ENGL 227. The Mackey Workshop (½).** 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: varies with instructor.*

**ENGL 234. English-Language Literature in International Contexts (½, 1).** These courses focus on literature written in English by writers not natively either American or British. In many cases, they write in a "post-colonial" context. Texts are located both internationally and in relation to their own cultural and historical context. Topics and texts may vary with instructor. English-Language Literature in International Contexts courses might include: Coming-of-Age in Australia; The Color Line in South-African Literature; The Literature of

Scottish Nationalism; Narrative in Post-Colonial India. (Also listed as Theatre Arts, Dance and Media Studies 234, when appropriate.) *Topics course. Prerequisite: varies with instructor.*

**ENGL 246. Literary History, Theory, Practice (1).** This course investigates various approaches to language, texts, reading, representation, literary history, and interpretation. Various theoretical perspectives will be used to analyze literary texts. Topics, theories, and texts vary with instructor. *Prerequisite: English 190 and either 195, 196, or 197.*

**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. Studies in Medieval Literature might be: Feudalism and Quest Romance; Chaucer and His Contemporaries; Privileged Access: Medieval Dream-Visions and the Politics of Truth. *Topics course. Prerequisite: varies 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. Studies in Renaissance Literature might be: Renaissance Love Poetry; Shakespeare and His Contemporaries; Teasing Time: Masque, Pageant, Pastoral. (Also listed as Theatre Arts, Dance and Media Studies 252, when appropriate.) *Topics course. Prerequisite: varies 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. Studies in Restoration and Enlightenment Literature might be: Satire and Sensibility, Dryden to Sterne; The Rise of the Novel; and the Reading Middle Class. *Topics course. Prerequisite: varies 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. Studies in Romantic Literature might be: Inventing “Folk”

and Historicizing Fiction: Wordsworth, Scott, Cooper, Irving; Re-Writing Satanic Rebellion, Blake to Emily Bronte. *Topics course. Prerequisite: varies 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. Studies in American Literature Before 1860 might be: Personal Narratives in a Developing Nation; Establishing a National Voice. *Topics course. Prerequisite: varies 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. Studies in Literature, Later 1800s and Early 1900s, might be: The Victorian Temper; Literary Regionalism and Industrializing America; Trans-Atlantic Connections; Immigrants and the American Experience. *Topics course. Prerequisite: varies with instructor.*

**ENGL 258. Studies in Literature, Later 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. Studies in Literature, Later 20th Century, might be: Literary Modernism: Stein, Eliot, Joyce, Woolf; The Harlem Renaissance; Postmodern Metafiction and the Discourses of History: Coetzee, Rushdie, Barthes, Doctorow, Morrison. *Topics course. Prerequisite: varies with 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 301. Literature in Context (1).** Topics will change, but all sections of this advanced seminar will provide students the opportunity to examine literature in ideological, artistic, historical and/or rhetorical contexts. May be repeated for credit if topic is different. *Topics course. Prerequisite: English 190, 195, 196, and 246 or two “TD” courses; junior standing; or consent of instructor.*

**ENGL 310. Literature as Process:**

**Composing in Forms (1).** An examination of specialized literary forms. General topics include the study of specific texts that define the history and development of certain sub-genres of literature (science fiction, the detective story, the horror story, New Journalism, formalist poetry, etc.). The student also will be 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. Specific topics in the course vary. May be repeated once for credit if content changes. *Topics course. Prerequisite: junior standing and English 190 and 195; or consent of instructor.*

**ENGL 360. Advanced Study in Rhetoric and**

**Discourse Topics (1).** This course provides a thematic, in-depth study of some major aspect of rhetorical or discourse theory. The course of study involves the communication of some selected aspect of theory (e.g., ethos, encomium, semiotics, speech-act theory) and its application to some particular manifestation in prose rhetoric or discourse. *Offered occasionally. Prerequisite: English 160 or consent of instructor.*

**ENGL 375. Independent Study.** (Credit determined at completion of course.)

**ENGL 390. Special Projects (½, 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 or 195 for literature projects, English 205 plus appropriate genre course for creative-writing projects.*

# 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)

GEORGIA DUERST-LAHTI  
(political science)

WILLIAM GREEN  
(anthropology and museum studies)

YAFFA GROSSMAN (biology)

GEORGE LISENSKY (chemistry)

CAROL MANKIEWICZ  
(biology)

CARL MENDELSON (geology)

WARREN BRUCE PALMER  
(economics)

LAURA PARMENTIER (chemistry)

JAMES ROUGVIE (geology)

BROCK SPENCER (chemistry)

SUSAN SWANSON, chair (geology)

MATTHEW TEDESCO (philosophy)

PABLO TORAL (political science)

## **Environmental Biology Major**

**(14 ½ units)**

The environmental biology major provides a broad background in the biological sciences with a focus on how humans interact with their biological and geological environments. *See the biology department for details.*

## **Environmental Chemistry Major**

**(14 units)**

The environmental chemistry major provides an understanding of the chemical sciences with a focus on environmental processes and human interactions with these processes. *See the chemistry department for details.*

## **Environmental Geology Major**

**(13 units)**

The environmental geology major provides an understanding of how earth systems operate and how humans interact with the environment. *See the geology department for details.*

## Environmental Studies Major

(14 ½ units)

The environmental studies major provides an interdisciplinary approach to the study of interactions between humans and the environment. The major includes introductory and advanced courses in the natural sciences, social sciences, arts and humanities, and interdisciplinary approaches to environmental issues. Core environmental courses introduce students to the interdisciplinary study of environmental issues and form the foundation for the major. Environmental Studies 380: Senior Colloquium in Environmental Studies provides an opportunity for students to reflect upon the diverse perspectives on environmental issues that they have studied.

- 1) Four units of introductory political science, economics, and natural science courses.
  - a) One introductory political science unit chosen from Political Science 110, 130, 160, 180.
  - b) Economics 199.
  - c) Two units of introductory natural science from different departments chosen from Biology 111, 121, 141, 151, Chemistry 117, Geology 100, 110, Physics 101.
- 2) Three units of environmentally related courses from Biology 206, Economics 205, Environmental Studies 258, 280, Philosophy 224, Political Science 255, Sociology 250.
- 3) One statistical analysis unit chosen from Anthropology 240, Biology 247, Economics 251, Mathematics 106, Psychology 150, Sociology 305.
- 4) Two additional social science and arts and humanities units, with no more than 1 unit at the 100-level, chosen in consultation with the advisor, from Anthropology 258, Economics 204\*, 271, Philosophy 220\*, Political Science 110, 130\*, 160\*, 180, 235\*, 236\*, 240\*, 241\*, 246\*, 265.
- 5) Two additional natural science and mathematics units, with no more than 1 unit at the 100-level, chosen in consultation with the advisor from Biology 111, 121, 141, 151, 201\*, 215, 217, 337, 343, 357, 372, Chemistry 117, 220, Computer Science 121, 123, 131, Geology 100, 110, 200, 215, 230, 235, 240, Mathematics 104, 110, Physics 101, 102\*, Physics 210\*.
- 6) Two additional units related to the environment from items 2, 4, and 5, or other environmentally related courses at or above the 200-level, an internship, or research experience chosen in consultation with an environmental studies advisor.
- 7) Environmental Studies 380 (½ unit).
- 8) A summer or semester of full-time experience in environmental research or action is strongly recommended.
- 9) 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.

### Notes:

- 1) Students are encouraged to develop a plan of study with their advisor.
- 2) No course may be used to satisfy two separate requirements for the environmental studies major.
- 3) Starred courses (\*) may be used to satisfy the requirements with the agreement of the instructor, provided that the student engages in at least one environmentally related project during the course.

- 4) Additional courses may be used to satisfy requirements following consultation with the advisor and the chair of environmental studies.
- 5) Environmental studies majors may not also major in environmental biology, environmental geology, or environmental chemistry, or minor in environmental studies.
- 6) Information of interest to environmental studies majors may be found in the catalog under the following index headings: Coe College Wilderness Field Station, Costa Rica study abroad program, Marine Biological Laboratory program, Oak Ridge science semester, Tanzania study abroad program, and Environmental Management and Forestry.

## 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, Physics 101.
- 3) Four units of environmentally related courses from Biology 206, Economics 205, Environmental Studies 258, 280, 380, Philosophy 224, Political Science 255, Sociology 250, or other environmentally related courses numbered 200 or above, an 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 258. Interdisciplinary Applications of Geographic Information Systems (½, 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 yearly. Prerequisite: 1 lab-science course, sophomore standing, or consent of instructor.*

**ENVS 280. Topics in Environmental Studies (½, 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.*

**ENVS 380. Senior Colloquium in Environmental Studies (½).** The senior colloquium provides a capstone opportunity for students of environmental studies. This course uses a variety of perspectives to examine human interactions with the environment and political and cultural responses to these interactions. Students may perform research, pursue an internship or other experiential opportunity, or bring previous experiences to the course. All students will reflect on these experiences, make a public presentation, and investigate professional opportunities in environmental studies. *Offered each spring. Prerequisite: senior standing in an environmentally related major.*

**ENVS 390. Special Projects (¼ - 1).** Research work under faculty supervision. *Prerequisite: sophomore standing.*

**ENVS 392. Honors Thesis (½, 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 (1/4, 1/2).** Work with faculty in classroom, laboratory, and field instruction of a class. *Graded credit/no credit.*

**ENVS 396. Research Assistant (1/2, 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**

**CARL MENDELSON**, chair

**JAMES ROUGVIE**

**RICHARD STENSTROM** (emeritus)

**SUSAN SWANSON**

**HENRY WOODARD** (emeritus)

## **Geology Major**

**(12 units)**

- 1) Nine departmental units:
  - a) Geology 100 or 110, 105, 200, 215 (1¼), 380 (¼), and 385 (½).
  - b) Four units from Geology 205, 210, 220, 230, 235, 240, and 325.

- 2) Supporting courses (3 units):
  - a) Mathematics 110 or 115.
  - b) Physics 101 or 102.
  - c) One chemistry course from 117, 220, 230, 240, or 250.
- 3) Thesis.
- 4) Strongly recommended:
  - a) proficiency in a spoken foreign language.
  - b) summer internship or field-intensive program incorporating aspects of geology.
- 5) In preparation for graduate study and professional work in geology, and in consultation with the major advisor, students should elect additional courses in geology and mathematics. In addition, and depending on interests, students should elect additional courses in biology, chemistry, computer science, and physics.
- 6) Writing/communication requirement: The department of geology strives to develop the communication skills of our students. We recognize that complete understanding of any discipline requires the ability to express that understanding in both oral and written form. Geology is a highly visual science; consequently, we also train students to design effective illustrations and figures to convey complex information.
  - a) Our majors learn the skills necessary to compose oral presentations, which are typically accompanied by high-quality slides or computer-generated illustrations; in addition, they learn to write papers using conventions appropriate to geologic inquiry. Many students employ these skills to communicate research findings at professional conferences in the form of oral or poster presentations.

- b) All 200- and 300-level courses include assignments fashioned to help students communicate professionally through oral presentations and written reports. Such skills are cultivated to a significant degree in our W courses:

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 (1¼), 380 (¼), and 385 (½).
  - 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 ¼ - 6 units)

- 1) Five and ¼ 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 ¼ 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).** Introduction to the study of the Earth, including its structure, composition, and processes that act upon it. Focus is placed on how scientific methods can be used to decipher complex interactive processes, developing skills for observation and analysis in the field and laboratory. Lecture, laboratory, field study. 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 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 (¼, ½).** 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. (4U) *Offered each fall. Prerequisite or co-requisite: Geology 100 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 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. (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 ¼).** 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.*

**GEOL 220. Structural Geology (1).** Mechanical principles applied to folds, faults, joints, igneous plutons, and secondary structural features of the Earth. Laboratory study of deformative processes by models and experiments, and analysis of structures by graphical, mathematical, and computer techniques. Lecture, laboratory, field study. *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. *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.

(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. Offered alternate spring semesters. Prerequisite: *Geology 100 or 110; Mathematics 110 highly recommended.*

**GEOL 250, 251. Advanced Topics in Geology (½, 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, geo-thermobarometry, and thermal modeling. Mountain belts from Earth, Venus, and Mars are used as case studies. Basic computer and mathematical skills, including calculus, are expected. Offered occasionally. Prerequisite: *Geology 205, 220; Mathematics 110; or consent of instructor.*

**GEOL 331. Stratigraphy (½).** 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 (¼).** 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 (½, 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. Prerequisite: *sophomore standing and consent of the faculty supervisor and department chair.*

**GEOL 390. Special Projects (¼ - 1).** Individual study under faculty supervision; evaluation based on appropriate evidence of achievement. Prerequisite: *sophomore standing.*

# 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

**GREG BUCHANAN** (psychology)

**SUZANNE COX** (psychology)

**GEORGIA DUERST-LAHTI**, co-chair  
(political science)

**RACHEL ELLETT** (international relations)

**MARION FIELD FASS**, co-chair  
(biology)

**KATHRYN JOHNSON** (biology)

**NANCY KRUSKO** (anthropology)

**LAURA PARMENTIER** (chemistry)

**MATTHEW TEDESCO** (philosophy)

**PABLO TORAL**  
(international relations)

## **Health and Society Major**

**(14 units)**

- 1) Two units from the following introductory sciences: Biology 110, 141, 215, Chemistry 117, 230, or Geology 110. Biology 201 when the topic is related to health.
- 2) Two units from the following social sciences: Anthropology 100 or 120, Economics 199, Political Science 110 or 160, Psychology 100, Sociology 100, chosen to provide prerequisites for core courses listed in number 3, below.
- 3) One unit of mid- or upper-level science: Anthropology 230, Chemistry 230, Geology 240 or any biology course above 216.
- 4) Three units chosen from the core health and society courses: Anthropology 262, Biology 215, Interdisciplinary Studies 265, Interdisciplinary Studies / Women's and Gender Studies 252, Philosophy 221, Sociology 275. Biology 215 may not be used to satisfy both requirements 1 and 4.
- 5) One unit of statistics or appropriate research methods course chosen from: Anthropology 240, Biology 247, Economics 251, Mathematics 106, Psychology 150, or Sociology 305.
- 6) Four units of theme courses defined by the student and the advisor. At least 3 must be above the 100-level. These themes can include but are not limited to the following:
  - a) Child health
  - b) Economics and policy
  - c) Genetics and biotechnology
  - d) International health perspectives
  - e) Neuroscience
  - f) Nutrition and society
  - g) Mental health and culture

- h) Religion and ethics
- i) Social justice

*Theme statement: Each student who elects a health and society major must submit a statement of focus identifying the theme selected and a set of courses that will address that theme. This should ordinarily be completed by end of fifth semester.*

- 7) Completion of a substantial experiential learning and/or research project through an internship, field experience, and/or research project, or through an experience embedded in a practicum-based course for a total of ½ unit, determined in consultation with the advisor. This may be completed with a field placement through Career Services, the Duffy Community Partnerships, or as Health and Society 341 or 342. It may also be completed through a field placement within a study abroad or domestic off-campus study program.
- 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. French fluency is necessary for participation in the AIDS Advocacy course in Dakar, Senegal.
- 9) Completion of ½ unit of Health and Society 340, including a reflective essay.
- 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

### (6 units)

- 1) Three units chosen from the core health and society courses: Anthropology 262, Biology 215, Philosophy 221, Sociology 275, Interdisciplinary Studies 265, or Interdisciplinary Studies 252/Women's and Gender Studies 252.
- 2) One additional course, related to the student's interest, chosen in consultation with the advisor. This can be a course in any area in which the instructor and the student agree that a significant research paper can be completed on a topic concerning health or medical care.
- 3) One unit of statistics or appropriate research methods course chosen from: Anthropology 240, Biology 247, Economics 251, Mathematics 106, Psychology 150, or Sociology 305.
- 4) Completion of an internship and/or research project as Health and Society 341 or 342, for a total of ½ unit. The internship may also be done as a field placement in consultation with the minor advisor. It may also be completed through a field placement within a study abroad or domestic off-campus study program.
- 5) Completion of ½ unit of Health and Society 340.

## Description of Courses

**HEAL 280. Topics in Health and Society (½, 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 340. Pro Seminar in Health and Society (½).** A seminar offered most semesters to consider current issues in health and medical care in the United States and other nations.  
*Topics course.*

**HEAL 341. Health and Society Internship (½).** *Graded credit/no credit.*

**HEAL 342. Health and Society Research Project (½).**

# 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

FRED BURWELL (archivist)

FERNANDO CALDERON

ROBERT HODGE (emeritus)

ELLEN JOYCE, chair

ROBERT LaFLEUR

BEATRICE McKENZIE

DANNY NOORLANDER

LINDA STURTZ

## 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 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. The plan must be approved by the department. Students who wish to explore other varieties of breadth may petition the department.
- 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 (½, 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 Arts, Dance and Media Studies 235 for course description.*

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

**HIST 221. Greek Civilization (1).** Greek origins, the Bronze Age, the Middle Age, the rise of the city-state, archaic and classical civilization, the Persian and Peloponnesian Wars, the decline of the city-state, and the rise of Macedonia. Emphasis on the relationship between literature and history and on Greek historians. (3B) *Offered occasionally. Open to first-year students.*

**HIST 222. Roman Civilization (1).** Roman origins and antecedents. The rise of the Roman Republic, the struggle of the orders, and the development of the classical culture to the death of Constantine. Emphasis on Roman historians. (3B) *Offered occasionally. Open to first-year students.*

**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 235. Race, Class, and Gender in Early North America. (1).**

This course examines the history of North America and the Caribbean in the 16th, 17th, and early 18th centuries by focusing on the variety of societies that emerged from the “contact” of Europeans, Africans, and Native Americans in the Atlantic colonial world. These societies ranged geographically from the French trapper world in the North to the Spanish, Dutch, and English communities in the Caribbean. The course compares the motivations and results of various colonial endeavors, but concentrates on the ways that distinctive societies emerged and the subsequent process of Creolization and adaptation. (Also listed as Women’s and Gender Studies.) (3B) *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. (Also listed as Women’s and Gender Studies 210.) *Offered occasionally. Open to first-year students.*

**HIST 264. Popular Piety and Heresy in the Middle Ages (1).**

This course examines the religious beliefs and devotional practices of medieval Christians, with a special emphasis on the development of heretical beliefs, the practice of pilgrimage, and the cults of various medieval saints. Particular attention is paid to primary source material, both visual and written, and to understanding the larger framework of medieval society. (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. (Also listed as Women's and Gender Studies 210.) *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 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. (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 (½, 1).** Students in this course undertake a study of a document, collection of documents, or rare book in the College Archives or Special Collections. They transcribe, edit, and/or write a substantial essay about the materials they study. They are guided in this through regular meetings with the instructor and when appropriate with the college archivist. May be repeated for credit if topic is different. (3B) *Offered occasionally. Prerequisite: consent of instructor; one previous history class at Beloit College.*

**HIST 294. Research Colloquium (½).** 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 (½).** 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 (½ - 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. *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**

**(1/2, 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 (1/2 - 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 (1/2).** Work with faculty in classroom instruction. *Graded credit/no credit. Prerequisite: consent of instructor.*

**HIST 396. Teaching Assistant Research (1/2).** Course and curriculum development projects with faculty. *Prerequisite: consent of instructor.*

**HIST 397. Research Assistant (1/4 - 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): environmental studies, health and society, international relations, interdisciplinary major: self-designed, and women's and gender studies.*

*Interdisciplinary minors (listed in chapter 3 unless otherwise noted): African studies, American studies, ancient Mediterranean studies, Asian studies, computational visualization and modeling, environmental studies (chapter 2), European studies, health and society (chapter 2), interdisciplinary minor: self-designed (chapter 2), journalism, Latin American and Caribbean studies, legal studies, medieval studies, museum studies, performing arts, Russian studies, women's and gender studies (chapter 2).*

## **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.*

*Students electing this option may apply as early as their third semester but no later than 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 applicants 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 final paper or project 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.
  - d) A statement on the method(s) of approach.

- 8) Writing/communication requirement:  
Students who design their own interdisciplinary majors will develop writing skills in many of their courses. Through the proposal and approval process of creating an individualized major, these students will also develop integrative skills that will inform their writing. In addition, by completing a capstone project overseen by their faculty advisors, students will create a project that requires synthesis, analysis, and clear communication.

## **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:

- 1) No more than two-thirds of the units required for the minor may be taken in one department.
- 2) No more than 4 units that count toward the minor may be in progress or completed prior to approval of the minor.
- 3) No more than 3 courses from an institution other than Beloit College may count toward the minor.
- 4) No more than 2 courses counting toward the minor may also count toward the student's major.
- 5) 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).** (1S) *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 130. 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.*

**IDST 161. Data Visualization (1).** (1S) *See Computer Science 161 for course description.*

**IDST 200. Study Abroad I: Developing Intercultural Competencies (1/4).** This course challenges students to explore differences, both concrete and abstract, between their home environments and the environments in which they will study abroad. Participants integrate abstract and concrete perspectives by investigating specific topics with reference to both U.S. contexts and study abroad sites. Through this comparative method, the participants should generate greater understanding of the self and the home context as well as the cultural contexts in which they will study abroad. From time-to-time in the course, participants will also examine cross-cultural theory and undertake activities to develop skills useful to the study abroad experience. Students are encouraged to apply the learning that takes place through the course to guide their study abroad and to anticipate the follow-up activities they will want to undertake upon their return to the United States. *Prerequisite: going on a study abroad or accepted into a study abroad program.*

**IDST 201. Study Abroad II: Reflection and Integration (1/2).** This course helps students to reflect upon their academic and intercultural experiences abroad and to integrate those experiences into their perspectives and endeavors. Some students will have studied abroad outside the U.S., while others will have come to the U.S. as international students. Collaborative work among students who have studied in different locales enables them to understand their individual experiences in a

broader international context. Course participants examine the ways in which study abroad has expanded their angles of vision as learners and actors, undertake a project to convey some of their learning to an audience outside the classroom, and take up topics they may not have explored yet in relation to their home and “second” host countries. *Prerequisite: have returned from a study abroad program or be an exchange student.*

**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. *Prerequisites: English 190, 195, and junior standing (for English credit); or approval of instructor (for Interdisciplinary Studies or Women’s and Gender 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 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).** (5I) *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 276.) *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.

**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. *Offered biennially.*

**IDST 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 once. (Also listed as Women’s and Gender Studies 252.)

**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. *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. Race Theory (1).** (5T) *See Philosophy 260 for course description.*

**IDST 261. Principles of Computation and Modeling (1).** *See Computer Science 261 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. *Offered biennially.*

**IDST 273. 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.

**IDST 280. 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 285. Religion, Revolution, and Modernity (1).** Many modern thinkers predicted that religion would ultimately have very little or no social role in public or civil society. Clearly, this is not the case. From fundamentalist resurgence in Christianity and integralist movements in Islam, to progressive ecumenical movements for peace and human rights, religion is still very much part of our public world, boldly interfacing with the political sphere and vying with political institutions for legitimacy and allegiance. It is no longer possible to reduce the role of religion to matters of the spirit in the private, individual sphere; rather, so-called “traditional religions” have not only survived, but have re-invented themselves in unforeseen ways to have a dramatic impact on “modern society” on a global scale. This course will approach the study of the role of religion, religious institutions, and religious movements in modern society from the perspective of philosophy, religious studies, sociology, psychology, anthropology, economics, and political science. *Offered occasionally. Prerequisite: at least sophomore standing or consent of instructor.*

**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 292. Technology and Cognition Beyond the Brain (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 Interdisciplinary Studies 130 or consent of instructor.*

**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: one religious studies course, or Sociology 275, or Anthropology 262 and junior standing, or consent of instructor.*

**IDST 350. Advanced Seminar in Interdisciplinary Studies (½).** This course is required of juniors or seniors who are pursuing self-designed interdisciplinary majors. Students

will enroll in it as juniors or as seniors. Students may repeat the course; they will earn ½ unit of credit each time they enroll. The first half of the course will revolve around common reading on an interdisciplinary topic; the second half will provide opportunities for students to complete a capstone major project. *Prerequisite: an approved interdisciplinary major or minor.*

**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.

**IDST 390. Special Projects (¼ - 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.*

## **INTERDISCIPLINARY COURSE OFFERINGS OTHER THAN THOSE LISTED PREVIOUSLY**

*(For course descriptions, see chapter 3; for Women’s and Gender Studies, Health and Society, and Environmental Studies, see chapter 2.)*

**African Studies (AFST)**  
385. Senior Thesis (½, 1).

**Asian Studies (ANST)**  
242. China: The Long Revolution (1).  
351. Senior Colloquium in Asian Studies (½).

**Environmental Studies (ENVS)**  
258. Geographic Information Systems (½, 1).  
280. Topics in Environmental Studies (½, 1).  
380. Senior Colloquium (½).

**Health and Society (HEAL)**  
280. Topics in Health and Society (½, 1)  
340. Pro Seminar in Health and Society (½).  
341. Health and Society Internship (½).  
342. Health and Society Research (½).

**Journalism (JOUR)**

- 125. Introduction to Journalism (1).
- 225. Magazine Feature Writing (1).
- 228. Practicum in Literary Editing (1).
- 301. Topics in Journalism (1).

**Legal Studies (LGST)**

- 200. Introduction to Legal Studies (½).

**Museum Studies (MUST)**

- 245. Introduction to Museum Studies (1).
- 275. Introduction to Collections Management (1).
- 285. Exhibit Design and Development (1).
- 360. Practicum in Museum Education (1).

**Performing Arts (PERF)**

- 263. An Introduction to the Performing Arts (1).
- 388. Senior Seminar in Performing Arts (½).
- 389. Performance Project in Performing Arts (¼).

**Russian Studies (RUST)**

- 250. A Survey of Russian Culture (1).
- 270. Topics in Russian and Soviet Film (1).

**Women's and Gender Studies (WGST)**

- 150. Introduction to Women's Studies (1).
- 155. Introduction to Gender Studies (1).
- 160. Introduction to Feminisms (1).
- 252. Women's Health: Topics (1).
- 260. Topics in Women's and Gender Studies (½, 1).

- 301. Feminist Theory (1).

- 320. Undoing the Dimorphic Paradigm: Gender-Bending, Actual and Imaginative (1).

- 360. Advanced Topics in Women's and Gender Studies (½, 1).

- 370. Senior Colloquium in Women's and Gender Studies (½, 1).

# 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

## **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 two 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 towards 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

TATIANA DMITRIEVA

DAVID ELLIS

BENJAMIN NEWTON

RANJAN ROY, chair

AMY SHELL-GELLASCH

## **Advanced Placement and Credit**

Supplemental to the college's general policies for advanced placement and credit (*See chapter 6*), the department of mathematics and computer science may grant additional advanced placement (*based on advising by faculty*).

A student who receives a 5 on the CEEB Advanced Placement Calculus BC exam may receive credit for both Mathematics 110 and 115, and placement into courses requiring those as prerequisites, if the student has studied the necessary additional topics not covered by the exam.

## **Mathematics Major**

(12  $\frac{1}{4}$  units)

- 1) Nine and  $\frac{1}{4}$  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 384 ( $\frac{1}{2}$ ) and 385 ( $\frac{1}{4}$ ).
  - d) Four and  $\frac{1}{2}$  additional units of mathematics electives at level 110 or higher.
- 2) Supporting courses (3 units):
  - a) One unit of computer science.
  - 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 384, and other courses as designated by the instructor.

- a) 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 expected 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:
- Mathematics 110, 115, 175.
  - Three mathematics courses at level 190 or above. At least 1 of these units should be chosen from 215 or 240.
- 2) Mathematics minors are expected to enroll in Mathematics 383 for at least one semester.

## 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.) (1S) *Offered each semester.*

**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 150.*

**MATH 110. Calculus I (1).** An introduction to differential and integral calculus. Limits and continuity, derivatives and integrals of polynomial, trigonometric, exponential, and logarithmic functions, applications of derivatives to optimization and approximation, the Mean Value Theorem, and the Fundamental Theorem of Calculus. (1S) *Offered each semester. Prerequisite: four years of high school mathematics, including trigonometry and either college algebra or precalculus.*

**MATH 115. Calculus II (1).** Techniques of integration, L'Hôpital's Rule, infinite sequences and series, Taylor series and applications, first-order differential equations, and introduction to the calculus of multivariable functions, including

partial derivatives and multiple integrals. (1S)  
*Offered each semester. Prerequisite: Mathematics 110.*

**MATH 117. Calculus Colloquium (¼).**  
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 121 and Mathematics 110.*

**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 even years, fall semester. Prerequisite: Mathematics 115; Computer Science 121 and 123, or equivalent.*

**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 (¼ - 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 201 or 240.*

**MATH 380. Topics in Mathematics (1/4 - 1).** Selected topics in mathematics, reflecting the interests and experience of the instructor. May be repeated for credit if topic is different. *Offered occasionally. Prerequisite: varies with topic.*

**MATH 383. Mathematics Colloquium (1/4).** Presentations by participants and faculty on selected topics, with occasional guest speakers. This version of the colloquium is especially recommended for mathematics minors. May be taken two times for credit if topic is different. *Graded credit/no credit. Prerequisite: Mathematics 175.*

**MATH 384. Mathematics Colloquium (1/2).** Students learn how to research topics, write papers, and present talks in mathematics. They review manuscripts and talks given by students in Mathematics 385 and write preliminary drafts of presentations themselves. Discussions on other topics of significance to mathematics professionals. *Offered each semester. Prerequisite: Mathematics 175.*

**MATH 385. Mathematics Colloquium (1/4).** Presentations and written papers by the participants on selected topics, with occasional guest speakers. The course may be taken more than once. *Offered each semester. Prerequisite: Mathematics 384, junior standing.*

**MATH 390. Special Projects (1/4 - 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 (1/2).** Work with faculty in classroom instruction. *Graded credit/no credit.*

**MATH 396. Teaching Assistant Research (1/2).** Course and curriculum development projects with faculty.

# Modern Languages and Literatures

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*The department seeks to help students gain fluency in reading, writing, and speaking the foreign languages they study and to gain knowledge of their literatures and cultures. Faculty helps students to make connections between this discipline and other disciplines within the liberal arts tradition and in the world beyond the college, including professional aspirations. They also help students to acquire a deep and compassionate understanding of peoples and their culture, especially through the study of literatures. A significant emphasis on international affairs is incorporated into the curriculum. Majors are encouraged to study abroad in a country where the target language is spoken, and faculty help students to think critically, especially about their own culture in comparison with others.*

## Faculty

**NATAŠA BAŠIĆ**

**A. HENRY BOVA (emeritus)**

**GABRIELA CERGHEDEAN**

**KORNELIA ENGELSMA**

**THOMAS FREEMAN (emeritus)**

**SCOTT LINEBERGER**

**SYLVIA LÓPEZ**

**SCOTT LYNKAAS**

**AKIKO OGINO**

**OLGA OGURTSOVA**

**DONNA OLIVER**

**SHIN YONG ROBSON**

**AMY TIBBITTS**

**JACK STREET**

**OSWALDO VOYSEST**

**DANIEL YOUND, chair**

## **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 ½ 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

Six different minors are offered by the department: Chinese, French, German, Japanese, Russian, and Spanish (6 units).

- 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.

## Chinese Language and Culture Major

(12 ½ 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:
- One unit of introductory Chinese history: History 210.
  - 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.*
  - 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.*

- Asian Studies 351 (½ unit).
- Majors are strongly encouraged to spend at least one semester abroad in China at either of our partner institutions—Henan University or Shandong University.
- Students may apply credit earned through Beloit College's Center for Language Studies toward the major.

- Native speakers of Chinese may not major in Chinese; however, they may receive credit as teaching assistants.
- Writing/Communication: *See item 7 under Fields of Concentration, above.*

## 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.

- Nine departmental units (200-level and above):
  - French 210, 215, and 380.
  - One unit of French literature numbered 240 or above.
  - Five elective units in French.
- Supporting courses (4 units). Choose one of the three options available:
  - Four courses chosen from appropriate offerings in art history or history; English 190 (Comparative Literature); Philosophy 110, 200, 205; Political Science 280 or 285.
  - A course in German, Russian, or Spanish literature is recommended.
  - Double majors are encouraged, and in such cases required courses in the other majors are acceptable as supporting courses toward a major in French.
  - The student may submit a proposal to the major advisor for an individual plan of courses for meeting the requirement of 4 supporting courses.
- 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.
- Majors are expected to live at least one semester in the French House.
- Writing/communication: *See item 7 under Fields of Concentration, above.*

## German Major

(12 units)

- 1) Eight departmental units (above German 110).
- 2) Supporting courses (4 units). Choose one of the three options available:
  - a) Four courses chosen from histories of philosophy, science, art, music; Western civilization; comparative literature; English; history; political science; or the literatures of Spain, France, Italy, and Russia.
  - b) Double majors are encouraged, and in such cases required courses in the other majors are acceptable as supporting courses toward a major in German.
  - 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 in Germany on the Beloit College Erfurt exchange or on an equivalent program in Austria or Switzerland. With the consent of the advisor, some courses completed abroad may be used to count toward the major.
- 4) Majors are encouraged to live at least one semester in the German House.
- 5) Writing/communication: *See item 7 under Fields of Concentration, above.*

## Japanese Language and Culture Major

(12 ½ units)

- 1) Nine departmental units:
  - a) Six units of Japanese language (above 100): 105, 110, 115, 200, 205, 220.
  - b) One unit of Japanese literature taught in Japanese: 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.*

**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 (½ unit).
- 4) Majors are strongly encouraged to spend at least one semester at a Beloit College exchange program, particularly Kansai-Gaidai University or Akita International University.
- 5) Students may also apply credit earned through Beloit College's Center for Language Studies toward the major.
- 6) Native speakers of Japanese may not major in Japanese; however, they may receive credit as teaching assistants.
- 7) Writing/communication: *See item 7 under Fields of Concentration, above.*

## 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):
  - a) One relevant non-departmental course chosen in consultation with the advisor.
- 3) Students may count toward the modern languages major no more than 2 units of a language not regularly taught at Beloit.
- 4) 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.

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

## 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 190 (Comparative Literature), 246; Economics 209; History 200, 205; Political Science 160, 240; Russian Studies 250, 270.
  - b) Double majors are encouraged, and in such cases required courses in the other majors are acceptable 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, above.*

## 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, 215, 240.
  - b) One unit from Spanish 220 or 225.
  - c) Two units from 280, 290 (One must have an emphasis on Spanish-America and one on Spain).
  - d) One unit from 260, 270, or 275.
  - e) One unit from 320, 360, or 370.
  - f) 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) Four courses chosen from Anthropology 342; English 190 (Comparative Literature), 246; History 283, 383; Political Science 272, 273. An elementary knowledge of Latin is desirable.
  - b) Double majors are encouraged, and in such cases required courses in the other majors are acceptable as supporting courses toward a major in Spanish.
  - 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 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, above.*

## 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 (½).** 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 (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 numbered 210 and higher 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. *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, 105. Elementary German I, II (1 each).** A basic German course stressing communicative skills with an equal emphasis on listening, speaking, and writing. Four class meetings per week supplemented by practice in the language laboratory and frequent opportunities to view German films. Language drills are interspersed with discussions introducing German literature, music, customs, and culture. (1S) *Offered each year.*

**GERM 110. Intermediate German (1).** A review and continuation of skills developed in German 100 and 105, set in the context of German culture. Four class meetings a week supplemented by language lab listening and Web exercises. (1S) *Offered each fall. Prerequisite: German 105 or equivalent.*

**GERM 210. German Conversation and Composition (1).** This course assumes that students have a grasp of basic German grammar.

It reviews persistent grammatical difficulties and focuses on systematic vocabulary building. The goal of the course is to combine the knowledge of grammar and vocabulary in fluent, idiomatic conversation, so that students are equipped to travel and live in German-speaking countries. Students describe a wide variety of situations and discuss a wide range of topics in German. They also view German films, listen to tapes with dialogues and stories featuring conversational German, and write free and guided German compositions. Four class meetings a week supplemented by language laboratory practice. (1S) *Offered each spring.*  
*Prerequisite: German 110 or equivalent.*

**GERM 218. Readings in German (1).** The course focuses on understanding German literary texts and, depending on students' interests, also presents materials from a variety of fields in the humanities, natural and social sciences, ranging from philosophy, history, psychology, and international relations, to economics and business. The course is designed for students at an intermediate level of German who wish to build vocabulary and make the transition to reading complex, advanced texts. May be repeated for credit if topic is different. (1S) *Prerequisite: German 210 or the equivalent or the consent of the instructor.*

**GERM 220. Introduction to German Literature and Culture (1).** Designed for majors and non-majors, this course gives an overview of German literature, philosophy, history, art, and music from the earliest beginnings to the present, focusing on the characteristics of different periods. Students read a history of German literature supplemented with excerpts from outstanding works. Students are also expected to work with German audio-visual materials in the college collection. (5T)  
*Prerequisite: German 210 or equivalent or consent of instructor; German 218 recommended.*

**GERM 250. German Studies (1).** A course in which the subject matter varies from term to term. May be repeated for credit if topic is different. Some possible topics include: Minority Voices in Contemporary German Literature (Jews, Turks, Gypsies, Asylum Seekers, Lesbians, Gays, Neo-Nazis, and Leftists), The Impact of German Unification on Literature, The Art of German Film, Masterpieces of German

Literature and Thought in Translation (taught in English; readings in English for those with no background in German, in German for those with sufficient background), The Impact of the Hitler Era on German Literature (including Holocaust literature, German Literature in Exile, and Literature and Propaganda in the Fascist State), and various comparative studies of the interaction between German literature and other literatures. (5T)

**GERM 275. Masterpieces of German Literature I: The Early Period, 800-1700 (1).**

A study of the great flowering of medieval German literature: knights in shining armor, fair damsels in distress, dragons, and witchcraft—this is the world of the famous German epic poems that had a profound impact on European literature: *the Niebelungenlied*, the romance of Tristan and Isolde, and *Parzival*. These works are read in modern German translation, along with the courtly love poetry of troubadours or Minnesänger such as Walter von der Vogelweide, considered the greatest European lyric poet of the Middle Ages. Attention will be given to the themes and thoughts that characterize the medieval mind and to the impact of “courtly love” on present day views and behavior. The course also examines the decline of medieval values and reviews the literature of the Reformation, focusing on the writings of Martin Luther and on baroque literature exemplified by Andreas Gryphius. (5T)  
*Prerequisite: German 220 recommended.*

**GERM 280. Masterpieces of German Literature II: Enlightenment and the Age of Goethe, 1700-1832 (1).** A study of the works of Lessing, Goethe, Schiller, Hölderlin, and Kleist. Special attention will be paid to Germany's most important contribution to world literature: Goethe's *Faust*. (5T) *Prerequisite: German 210 or consent of instructor. German 220 strongly recommended.*

**GERM 285. Masterpieces of German Literature III: Romanticism and the 19th Century, 1800-1900 (1).** This course delineates the central themes of the Romantic movement as represented by writers such as Novalis, Eichendorff, and E.T.A. Hoffmann, and the 19th-century movements, such as Junges Deutschland, Realism, Naturalism, and Impressionism. The works of important writers, including Heine, Büchner, and Hauptmann, are

related to parallel developments in German art, philosophy, and music. Special attention to the impact of Schopenhauer, Fichte, Schelling, Hegel, and Marx in philosophy, and Wagner in music. (5T) *Prerequisite: German 210 or consent of instructor. German 220 strongly recommended.*

**GERM 305. Masterpieces of German Literature IV: The 20th Century (1).** An overview of major trends in modern German literature and a study of representative authors such as Rilke, Kafka, Thomas Mann, and Günter Grass. The course seeks to underscore specific themes in literature that differentiate 20th-century writers from those who came before them, and it considers the influence on German literature of such developments as psychoanalysis, relativity theory, and the rise of fascism. (5T) *Prerequisite: German 210 or consent of instructor. German 220 strongly recommended.*

*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 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 Web sites and videos; and write papers and give presentations in Japanese. May be repeated for credit if topic is different. (1S) *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, Turgenev, 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) (½, 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. Working in Russia, Dealing with Russians (1).** This course is geared to students who are interested in pursuing work opportunities in Russia and with Russians. Topics include conversational Russian in the work environment, business communication, negotiations, dealing with banks, making deals, preparing and signing contracts, and business etiquette. *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 each).** Essentials of Spanish grammar based on a communicative approach. Elementary composition, practice in conversation, and reading of modern prose. Four hours of classroom instruction and additional hours of independent practice in the language laboratory are required weekly. Spanish 100 is open only to students with no previous knowledge of Spanish or with consent of instructor. (1S) *Offered each year.*

**SPAN 107. Spanish for Advanced Beginners (1).** Designed for students who have some 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 such as gender, number, and formal vs. informal address. While all four skills will be developed, emphasis will be placed on refining vocabulary, pronunciation, and oral comprehension and communication. (1S) *Prerequisite: consent of instructor. (This course is not intended to be a continuation of Spanish 100.)*

**SPAN 110. Intermediate Spanish (1).** An intensive review of the fundamentals of Spanish grammar with the goal of achieving functional ability in speaking, reading, and writing Spanish. Readings reflect the cultures of Spain and Spanish America. In addition to the four hours of classroom instruction per week, students will complete video, audio, and/or computer-based assignments in the language laboratory. (1S) *Prerequisite: Spanish 105 or equivalent.*

**SPAN 210. Spanish Conversation and Composition (1).** Intensive practice in speaking Spanish designed to improve pronunciation, develop fluency, and increase vocabulary. This course also reviews persistent grammatical

difficulties and offers students opportunities to refine their writing. (1S) *Offered each year. Prerequisite: Spanish 110 or equivalent.*

**SPAN 215. Advanced Spanish Language and Composition (1).** This course addresses the aims of Spanish 210, but emphasizes written expression through structured writing. (1S) *Prerequisite: Spanish 210 or equivalent.*

**SPAN 220. Readings in Latin American Civilizations (1).** A study of significant aspects of Latin American civilizations from the pre-Columbian period to the present with the aim of learning more about the region's cultural manifestations, as well as increasing fluency in reading and providing opportunity for listening, speaking, and writing in Spanish. (5T) *Offered odd years, spring semester. Prerequisite: Spanish 215 or consent of the instructor.*

**SPAN 225. Readings in Spanish Civilization (1).** A study of significant aspects of past and contemporary Spanish society and culture, with the aim of learning more about the country's cultural manifestations, as well as increasing fluency in reading and providing opportunity for listening, speaking, and writing in Spanish. (5T) *Offered even years, spring semester. Prerequisite: Spanish 215 or consent of instructor.*

**SPAN 240. Introduction to Hispanic Literatures (1).** A genre-based approach to reading and writing about the literature of Spain and Spanish America. Analysis of prose, poetry, drama, and essays through class discussion, oral presentations, and written assignments. (5T) *Prerequisite: Spanish 215 or equivalent or consent of instructor.*

**SPAN 260. Topics in Hispanic Literature (in translation) (1).** Selected topics in Hispanic literature. Topics may focus on a single author or novel, on a particular theme or period. May be repeated for credit if the topic is different. Spanish majors will complete some of the coursework in Spanish. (5T) *Prerequisite: one college-level literature course.*

**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—poetry, narrative, and drama—this course not only examines the

history of Latinos in the U.S. but may also focus on the main 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 275. Current Events in Latin America and Spain (1).** Students follow current events in Latin America and Spain and examine them in light of historical, political, cultural, and social developments. *Prerequisite: Spanish 220 or 225 and 1 college-level Spanish literature course, and a good knowledge of Portuguese for students interested in Brazil.*

**SPAN 280. Selected Topics in Contemporary Hispanic Literature (1).** A seminar course involving intensive textual analysis of contemporary 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 is different. (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 is different. (5T) *Prerequisite: Spanish 240.*

**SPAN 320. Studies in Hispanic Civilization 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, if team taught. When taught in English, majors are required to do some or all of the written work in Spanish. (5T) *Prerequisite: Spanish 220 or 225 or consent of instructor.*

**SPAN 360. Selected Topics in Spanish-American Colonial Literature (1).** A seminar course involving intensive textual analysis of Spanish-American colonial literature. Topics may center on a single author, work, genre, or on a particular theme. May be repeated for credit if topic is different. (5T) *Prerequisite: Spanish 240 and 1 other Spanish literature course.*

**SPAN 370. Selected Topics in Golden Age Literature (1).** A seminar course involving intensive textual analysis of Spanish Renaissance and Baroque literature. Topics may center on a single author, work, genre, or on a particular theme. May be repeated for credit if topic is different. (5T) *Prerequisite: Spanish 240 and 1 other Spanish literature course.*

## Self-Instructional Language Opportunity

**SILO 100. Self-Instructional Language Opportunity I (½).** 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 (½).** 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 (1/4 - 1).** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement.

*Prerequisite: sophomore standing.*

**395. Teaching Assistant (1/2).** Work with faculty in classroom instruction. *Graded credit/no credit.*

**396. Teaching Assistant Research (1/2).** 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. Using a variety of approaches, students hone communication and problem-solving skills, learning craftsmanship and teamwork through sustained effort. Above all, our faculty prepares students to become thinking, articulate, sensitive, and conscientious citizens and musicians.*

## Faculty

DAVID ANDERSON

DANIEL BAROLSKY

EMILY CHAMLEE-WRIGHT, chair

DENISE GILL-GÜRTAN

J. IAN NIE

F. RENATO PREMEZZI

SUSAN RICE

EUDORA SHEPHERD (emerita)

ROBERT TOMARO

MAX YOUNT (emeritus)

Twenty-five qualified adjunct instructors teach applied music and lead ensembles.

## **Music Major**

**(11 units)**

- 1) Eleven departmental units:
  - a) Music 130 (½), 131, 230, and 330.
  - b) Three units chosen from Music 201, 202, 203, or 204.
  - c) One elective music course at the 200-level or above.

- d) One and three-fourths units of Applied Music 010-044 (with no more than ½ unit in composition, conducting, or improvisation).
- e) One and three-fourths units of Music Ensemble 050-074.

- 2) To declare this major, each student must have a curricular planning meeting with a music advisor.
- 3) In the final year the student must complete a recital or project.
- 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 music notation.

## **Music Minor**

**(6 units)**

- 1) Six departmental units:
  - a) Music 130 (½), 131, 230; and 2 additional units from Music 201, 202, 203 or 204.
  - b) Three-fourths unit of Applied Music 010-044 (with no more than ½ unit in composition, conducting, or improvisation).
  - c) Three-fourths unit of Music Ensemble 050-074.

## **Description of Courses**

**MUSI 110. Class Piano (½).** This course offers class piano instruction in a lab of 10 interconnected keyboards and instructor's monitoring station. Students develop skills in basic musicianship, reading notation at the keyboard, transposition, and harmonization. Level of instruction will vary depending on student preparation. In a final examination, three solos, all scale and arpeggio patterns, and transposition are required. *May be taken twice for credit. Prerequisite: some previous music experience in*

*another instrument or singing, or consent of instructor. Preference will be given to students who express an interest in further music study or a music major.*

**MUSI 123. Film Music (1).** This course will explore and analyze varied approaches to synthesizing music and film, including music for silent movies, music adapted for films, music written specifically for films, musicals with a performed score, and music for abstract visuals. Music has been involved with theatrical presentations since the ancient Greeks. From about 1895, music and film have developed a significant and powerful relationship and tradition. *Offered every spring.*

**MUSI 125. Jazz Styles (1).** Students study the development of jazz from early in the 20th century to the present. Recorded examples and live music are used in the class, and textbooks and reserve material detail the history. The working definition of jazz is broad, including American-originated ragtime, blues, ballads, work songs, church music, popular songs, fusion, and Third-Stream. Stylistic characteristics of the different periods of jazz, and their legacies, will be articulated. *Offered each fall semester.*

**MUSI 127. Rock Music History and American Culture (1).** This course traces the evolution of rock music from 1955 to the present and examines the cultural impact of this musical form on contemporary society. It examines cultural changes in the United States that caused and were caused by the advent of rock and roll as a popular music form. The class will explore the societal conditions that existed in the United States from the end of World War II and formed the context for the appearance of rock and roll as a cultural phenomenon. *Offered each spring semester.*

**MUSI 130. Fundamentals of Music (½).** This course develops beginning music reading, writing, and analytical skills, and beginning practical musicianship skills, including ear training, sight-singing, and rudimentary keyboard facility. Topics of study include scales, intervals, triads, tonality, key signatures, and the circle of fifths. (1S) Meets the full semester. *Offered each fall semester.*

**MUSI 131. Music Theory I (1).** This course develops intermediate music reading, writing,

and analytical skills, and intermediate musicianship skills, including ear training, sight-singing, and keyboard facility. Topics of study include simple and compound meters, syncopation, melodic and rhythmic motives, writing and analysis of melodies, and elementary harmony. (1S) *Prerequisite: Music 130 or successful completion of an exam administered by the instructor.*

**MUSI 200. Selected Topics in Music (½, 1).** Academic classes that are offered in response to student interest in a particular area of music. Topics have included Music in the Third Reich and Beethoven. Other possible topics might include symphonic, keyboard, and vocal literature, counterpoint, 20th-century music theory, or interactive media in music. May be repeated for credit if topic is different. *Offered occasionally.*

**MUSI 201. Music and the Cosmos: Antiquity until 1600 (1).** This course examines the impact of Greek and Roman music theory and aesthetics on Western European musical practices, notations, forms, styles, genres, and repertoires through 1600 CE. In particular, we focus on the complicated but intricate relationship between music and gender, sexuality, ideology, culture, and political/religious institutions. (5T) *Offered odd years, fall semester. No prerequisite.*

**MUSI 202. The Rise of Musical Drama, 1600-1800 (1).** The development and pervasion of opera in the 17th and 18th centuries coincided with an era of political and religious turmoil. This course explores how musical spectacle and the changes in style, genre, and tonality both strengthened and resisted institutional and ideological struggles of the time. (5T) *Offered even years, spring semester. No prerequisite.*

**MUSI 203. Music and Romanticism, 1800-1900 (1).** This course explores a heightened focus on individual subjectivity in the creation of music. This social, cultural, and aesthetic development reflected a reaction to rational and enlightened thought and resulted in the emerging concept of the musical work, the strengthening of a musical canon, the celebration of a superhuman genius, the rise of music biography/history, and the forging of connections between musical genres and race,

gender, and nation. (5T) *Offered even years, fall semester. No prerequisite.*

**MUSI 204. Music in Crisis: Music Since 1900**

**(1).** As we see a growing perceptual divide between so-called “art music” and more popular styles in the 20th century, the following questions begin to emerge: What is music? Who or what does it stand for? What is its purpose? This course seeks to grapple with an era that continues to live with and react to the ideological and aesthetic burden of the 19th century while also facing the challenges of new technologies, postmodernism, and the reformation of national, gendered, and aesthetic boundaries. (5T) *Offered odd years, spring semester. No prerequisite*

**MUSI 205. Opera and Musicals (1).** From a selected number of operas and musicals, this course explores the implications of each work within the context of its period and its impact upon the present age. Each chosen work is thoroughly examined from the perspective of both the audience and the performer. *Offered occasionally.*

**MUSI 220. Vox Feminae (1).** Vox Feminae is a musical, historical, and sociological investigation into women’s choruses and singing societies. The class embraces both the academic and musical through dual components of research and practical musical application, with class time carefully divided between academic investigation and rehearsal. Each member of the class is responsible for participating as both a researcher and an active member of the choral ensemble, with at least one performance scheduled at the end of the semester. (Also listed as Women’s and Gender Studies 230) *Prerequisite: open to all female students by consent of the instructor; men interested in the course should contact the instructor.*

**MUSI 230. Music Theory II (1).** A study of music of the “common practice” period, with emphasis on harmonic analysis and music writing. The course covers all of the basic harmonies and elementary techniques of modulation. Foundations for formal analysis are begun, and the course continues to build skills in keyboard harmony, sight singing, and ear training. *Prerequisite: Music 131.*

**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: Music 131, or Physics 155, or consent of instructor.*

**MUSI 330. Music Theory III: Music Analysis (1).** A continuation of Music 230. *Prerequisite: Music 230.*

**MUSI 351. Senior Recital/Project (½, 1).** This course provides a culminating experience in any area of music study. Students will work in close consultation with a music faculty advisor; they will be given the opportunity to experience musical scholarship through original research, preparation of performance, or original composition. *Prerequisite: senior standing and consent of instructor.*

**MUSI 390. Special Projects (¼ - 1).** Individual work outside the scope of the regular course offerings of the music department. *Prerequisite: sophomore standing.*

## Applied Music

All applied courses are ¼ unit and are offered as qualified instructors are available. The term fee of \$350 is pro-rated if an applied music course is dropped during the first five weeks of the term. After that time, the full fee is charged.

**MUSI 010. Composition\***

**MUSI 011. Conducting\*\***

**MUSI 012. Voice**

**MUSI 013. Piano**

**MUSI 015. Harpsichord**

**MUSI 016. Organ**

**MUSI 018. Guitar**

**MUSI 020. Recorder**

**MUSI 021. Flute**

**MUSI 022. Oboe**

**MUSI 023. Clarinet**

**MUSI 024. Bassoon**

**MUSI 025. Saxophone**

**MUSI 031. Horn**

**MUSI 032. Trumpet**

**MUSI 033. Trombone**

**MUSI 034. Tuba**

**MUSI 035. Percussion**

**MUSI 041. Violin**

**MUSI 042. Viola**  
**MUSI 043. Cello**  
**MUSI 044. Bass**

*\*Study of composition is individualized for each student and consists of coaching and critiquing the student's creative work. Fundamentals of music are to be learned in applied music studies or in Music 110, 130, 131, 230, 330.*

*\*\*Prerequisite: Music 230 or consent of instructor.*

## Ensembles

The following courses are ¼ unit.

**MUSI 051. Masterwork Chorus** is a large choral ensemble composed of Beloit College students, faculty, staff, and members of the surrounding community. Membership is open to all students by consent of the instructor; no audition is required. (2A)

**MUSI 054. Keyboard Accompanying** is open to qualified piano students seeking to develop the skills to accompany.

**MUSI 055. Chamber Music Instrumental** groups are formed each semester. Common are string quartets, woodwind quintets, saxophone ensembles, and mixed groups of strings and winds, sometimes with piano or harpsichord. Repertoire includes classical and jazz. (2A)

**MUSI 056. Beloit College Orchestra** is open to all students by consultation with the conductor. This is the primary vehicle for advanced student instrumentalists. A wide variety of orchestra music is rehearsed and performed. (2A)

**MUSI 058. Jazz Ensemble** is open to all members of the college community; its programs and activities depend on the interests of participants. Its repertoire consists of a variety of styles, including the music of the big bands. (2A)

**MUSI 059. Piano Ensemble** offers students an opportunity to explore the repertoire for piano duet and piano four-hands. Open by consent of the instructor. (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** is a choral ensemble devoted to the study and performance of quality choral literature of all styles and historical periods and to the development of musicianship, choral singing, and fundamental musical skills. Membership is open to all students through audition. (2A)

**MUSI 063. Flute Choir** is open to qualified flute performers by audition with the director. This group performs varied literature for different combinations of flutes. (2A)

**MUSI 066. Concert Band** consists of students and community members. It performs a large variety of classical and modern music. Membership is open to all students by consent of the instructor. (2A)

**MUSI 067. Saxophone Ensemble**, usually a quintet, 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)

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The **Beloit Janesville Symphony** is a professional orchestra serving Southern Wisconsin and Northern Illinois, open to qualified instrumentalists through yearly auditions. Often, well-known guest soloists appear with the orchestra. BJS is not available for credit.

# Philosophy and Religious Studies

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*The philosophy and religious studies department offers a full range of courses in both philosophy and religious studies. Students may major in either or may create a double major within the department or in combination with a major or minor in another department in the college. Through this range of options, both a specialization in a central discipline and a broader, interdisciplinary exploration of the liberal arts is encouraged. The faculty is committed to the intellectual and moral development of students through personal contacts both inside and outside the classroom. The study of philosophy and religious studies deepens and expands critical thinking, and it demands a communication of ideas with clarity and effectiveness.*

## Faculty

GARY COOK (emeritus)

NATALIE GUMMER

DEBRA MAJEED

HEATH MASSEY

GENE MILLER

PHILIP SHIELDS

MATTHEW TEDESCO, chair

ROBIN ZEBROWSKI  
(cognitive science)

## **Philosophy Major**

(13 ½ units)

- 1) Nine and ½ departmental units:
  - a) Philosophy 100, 110, 200, 205, 220.
  - b) Two seminars from 350 and/or 380.

- c) Philosophy 385 (½). This colloquium addresses speaking and writing in the discipline.
- d) Two elective units in philosophy.

- 2) Supporting courses (4 units): Four courses, chosen in consultation with the advisor. The department wishes to encourage double majors, and in such cases will accept courses in the other majors as supporting courses toward a major in philosophy.
- 3) Majors are strongly advised to acquire intermediate level proficiency in a classical or modern language chosen in relation to their individual program.

## **Religious Studies Major**

(13 units)

- 1) Nine departmental units:
  - a) Religious Studies 101 or 105.
  - b) Religious Studies 250 and 399.
  - 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.

## **Philosophy Minor**

(6 units)

- 1) Philosophy 100 and 110.
- 2) Four additional units in philosophy.

## **Religious Studies Minor**

(6 units)

- 1) Religious Studies 101 or 105.
- 2) Religious Studies 250.
- 3) Four additional units in religious studies.

## Philosophy and Religious Studies Minor

(6 units)

- 1) Philosophy 100, 110, and 255.
- 2) Religious Studies 101 or 105.
- 3) Two additional units in religious studies.

## Description of Courses Philosophy

**PHIL 100. Logic (1).** The principles and practices of sound reasoning, with attention to three major areas: the logic of language, formal or deductive logic (in both Aristotelian and modern symbolic forms), and inductive logic. (1S) *Offered each semester.*

**PHIL 110. Introduction to Philosophy (1).** Study of selected major thinkers and problems in philosophy by use of primary sources. Readings may include Plato, Descartes, Hume, Kant, and others; problems usually include theory of knowledge, metaphysics, ethics, and philosophy of religion. (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 Philosophy (1).** Philosophical problems and positions traced from their beginnings among the pre-Socratics through post-Aristotelian Roman philosophers, including a special focus on Plato and Aristotle. (5T) *Offered each fall. Prerequisite: Philosophy 110 or 115 or consent of instructor.*

**PHIL 205. Modern Philosophy (1).** Philosophical problems and positions from the 17th and 18th centuries, generally covering major rationalist and empiricist figures from Descartes through Kant. (5T) *Offered every third semester. Prerequisite: Philosophy 110 or 115 or consent of instructor.*

**PHIL 220. Ethical Theory (1).** Evaluation of alternative systems for determining and justifying ethical values. Focus is upon classical theorists, like Aristotle, Kant, and Mill, and contemporary critics. (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 medicine and biomedical research. Special emphasis on such issues as abortion, euthanasia, confidentiality, informed consent, research on animals and human subjects, and allocation of scarce medical resources. (Also listed as Religious Studies 220.) (5T) *Offered each spring. Prerequisite: sophomore standing.*

**PHIL 224. Environmental Ethics (1).** Critical examination of alternative approaches to a variety of topics having to do with our relation to nature or the environment. Topics may include Western philosophy of nature, the human treatment of nonhuman animals, preservation of species and natural objects, obligations to future generations, and non-Western perspectives on environmental ethics. In addition to issues of environmental ethical theory, the course may address specific problems such as population and world hunger, pesticides, global climate change, and hazardous wastes. (5T) *Offered occasionally. Prerequisite: sophomore standing.*

**PHIL 230. Philosophy of Science (1).** Consideration of the nature and limits of scientific inquiry through a study of its fundamental concepts and methods. The course incorporates certain aspects of the history of science, with major attention to classical figures from the time of Galileo onward, and attempts to develop an understanding of the relation between the sciences and those nonscientific disciplines and activities that emphasize values. (5T) *Offered occasionally. Prerequisite: Philosophy 100 or 110 or 115 or consent of instructor.*

**PHIL 232. Philosophy of Art (1).** Explores the questions surrounding the interpretation and evaluation of art. For example, considers whether there is such a thing as an aesthetic experience, whether the intentions of the artist shape the meaning of the work, whether works of art are illuminated by art theory, and whether art has a unique role to play in society. (5T) *Offered occasionally. Prerequisite: Philosophy 110 or 115 or consent of instructor.*

**PHIL 234. Existentialism (1).** Explores the question of the meaning of human existence as it has been discussed from the late 19th century to the present day. Drawing on a variety of sources, including plays, poetry, novels, films, and traditional philosophical texts in the existentialist tradition, and focuses on topics such as the notion of individuality, the nature of freedom and its limits, one's relationship to God, and one's responsibility to the community. (5T) *Offered occasionally. Prerequisite: Philosophy 110 or 115 or consent of instructor.*

**PHIL 238. 19th-Century Philosophy (1).** Survey of major philosophers between Kant and the 20th century, including but not limited to Hegel, Kierkegaard, Marx, and Nietzsche. Inquires into German idealist approaches to experience, consciousness, and history, as well as challenges from various angles (existentialist, materialist, positivist, and pragmatist) to traditional metaphysics. (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. Philosophy of Mind (1).** The human mind is often considered to be the last great mystery of the physical world – the thing that sets us apart from other animals and seems to defy physical law. Philosophy is not known for dealing with simple problems, but consciousness holds the special title of “The Hard Problem” across philosophical traditions. Traditional philosophy of mind examines the mind-body problem, usually as it has been

conceived and explored through analytic philosophy. This course looks at the analytic 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, with the goal of understanding why the mind-body problem remains a problem. (5T) *Offered odd years, fall 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. Chinese Philosophy (1).** Classical Chinese philosophies, largely in their pre-Buddhist forms. Theories of reality and knowledge and their relation to morality and society. Comparisons between Chinese and European philosophies. (5T) *Offered occasionally. Prerequisite: Philosophy 110 or 115 or consent of instructor.*

**PHIL 255. Philosophy of Religion (1).** Central problems in classical and contemporary philosophy of religion: arguments for and against the existence of God, the nature of religious belief and language, the problem of evil, religion and science, critiques of religious beliefs from various philosophical points of view. (5T) *Offered occasionally. Prerequisite: Philosophy 110 or 115 and 200 or 205.*

**PHIL 260. Race Theory (1).** Inquiry into race and racism, focusing on questions about the meaning of race, its supposed biological basis, and how it may be socially constructed. This course examines the concept of race in historical context, as well as recent debates in the metaphysics, ethics, and politics of race. (5T) (Also listed as Interdisciplinary Studies 260.) *Offered occasionally.*

**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 (½, 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 (½).** Oral presentations by the participants on selected topics, with occasional guest speakers. Each senior departmental major will make at least one such presentation and will prepare a corresponding paper to be read and graded by departmental faculty. The course may be taken more than once for credit, but the total credit may not exceed 1 unit. Required of majors. *Offered each fall. Prerequisite: junior standing or consent of instructor.*

**PHIL 390. Special Projects (¼ - 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.*

## Religious Studies

*Religious Studies at Beloit College is an academic field of study that is inherently global and ethical in focus and interdisciplinary in approach. The comparative study of religion turns the attention of students to questions of ultimate meaning and value, as it encourages them to examine their personal decision-making processes and their responsibilities as global citizens. Through the examination of the distinctive institutions, beliefs, rituals, sacred writings, ethics, and myths of the world's diverse cultures and civilizations, students consider the power of religious movements in shaping human history and current events. The religious studies program prepares students for graduate study and for numerous careers, including fields such as law, communications, business, education, social work, health, and ministry.*

**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.*

**RLST 105. Understanding Religious Traditions in Multicultural America (1).** A critical examination of major religious movements in North America with emphasis upon their distinctive histories, features, and practices and the development of religious pluralism, as well as the impact of religious beliefs and values upon North American culture and society. Introduces students to religion in the United States through the consideration of thematic approaches that cut across religious traditions and considers diverse and creative forms of religious expression and transformation. Through the study of religious traditions in multicultural America, students develop critical perspectives on understanding diverse religious phenomena and the power of religious devotion at work in the context of our local society. (5T) *Offered every year.*

**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. (5T) *Offered at least every other year.*

**RLST 241. New Testament (1).** (5T) *See Greek 220 for description.*

**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 380. Seminar: Selected Topics in Religious Studies (½, 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 390. Special Projects (¼ - 1).** *Prerequisite: sophomore standing.*

**RLST 395. Teaching Assistant (½).** *Graded credit/no credit. Prerequisite: at least junior standing and consent of instructor.*

**RLST 396. Teaching Assistant Research (½).** *Prerequisite: at least junior standing and consent of instructor.*

**RLST 399. Senior Thesis in Religious Studies (1).** Under the guidance of an advisor, students undertake a major independent research project culminating in a thesis paper (or equivalent in another medium). Students writing a thesis over one semester are expected to produce a 25- to 40-page thesis; students writing a thesis over two semesters are expected to produce a 50- to 80-page thesis. Public presentation of research is required. May be taken twice in senior year. *Prerequisite: senior standing and consent of instructor.*

# 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

DAVID DOBSON (emeritus)

J. PATRICK POLLEY

BRITT SCHARRINGHAUSEN

PAUL STANLEY, chair

## Physics Major

### (11 ½ units)

- 1) Nine and ½ departmental units:
  - a) Physics 101, 102, 206, 210, 380 (½).
  - 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 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 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. Four class hours and 1

laboratory period per week. Students planning to take additional physics courses should take Mathematics 110 concurrently with Physics 101. (1S) *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 class hours and 1 laboratory period per week. (4U) *Offered each spring. Prerequisite: Physics 101 and Mathematics 110.*

**PHYS 115. Light, Lasers, and Holography (1).** Designed to introduce non-science majors to the physics of optics and holography. The course begins with an investigation of human vision through the study of monocular and binocular vision before proceeding to the study of color theory. Interference and diffraction are studied next, followed by the physics of lasers and holography. There are 8 laboratory sessions during the semester and 4 holographic studio sessions during which students create transmission and reflection holograms. (4U) *Offered occasionally.*

**PHYS 130. 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) *Offered odd years, fall semester.*

**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) *Offered each year.*

**PHYS 155. Physics of Music (1).** The physics of music is an important part of the seven original liberal arts, forming a major portion of the Quadrivium. In this course we will

investigate, both theoretically and experimentally, vibrations of strings, rods, and columns of air; sound; harmonics; resonance; Western musical scales and chords; aural illusions; electronic tone generation; and physical responses to sounds. The latter portion of the course will deal with room acoustics and design. (4U) *Offered each spring.*

**PHYS 200. Topics in Astronomy (1/2, 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 (1/2).** 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 220. Electronics (1).** Introduction to analog and digital electronics. Analog electronics, the study of circuits that respond in a continuous manner to signals, comprises the first half of the course. Digital electronics, the study of circuits that respond in a discreet manner to signals, comprises the second half of

the course. The course is designed to provide science majors with an introduction to electronic circuit design and construction. *Offered even years, spring semester. Prerequisite: Mathematics 110.*

**PHYS 235. Nuclear and Particle Physics (1).**

Relativistic dynamics, nuclear models, nuclear decay and reactions, high energy physics, elementary particles. *Offered occasionally. Prerequisite: Physics 206 and 210.*

**PHYS 249. Metalworking for Physicists (1/4).**

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 (1/2).**

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 (1/2, 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, and some previous computer experience required; Physics 206, Mathematics 115 and a course in computer programming recommended.*

**PHYS 280. Tools for Physics and Astronomy (1/2).**

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 (1/2, 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 even years, spring 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 even years, fall semester. Prerequisite: Physics 206.*

**PHYS 340. Electromagnetism (1).**

Classical field theory. Maxwell's equations, waves and radiation, fields in continuous media; relativistic considerations. *Offered odd years, fall semester. Prerequisite: Physics 102 and 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 odd years, spring semester. Prerequisite: Physics 206 and 210.*

**PHYS 380. Department Seminar (1/2).**

Topics of current research or of historical, philosophical, or epistemological interest in physics. The seminar will involve oral and written presentations by each student. *Offered each spring. Prerequisite: junior or senior standing, with a major in physics.*

**PHYS 390. Special Projects (1/2, 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**

**(1/4, 1/2).** 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

JILL BUDNY

ANN DAVIES

BETH DOUGHERTY

GEORGIA DUERST-LAHTI

RACHEL ELLETT

JOHN RAPP

PABLO TORAL, chair

## 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, 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.
- 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 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).**

Investigation of different approaches to basic questions of political life, such as the possibilities and limits of justice, power, freedom, and the good society, as well as the philosophic presuppositions about human nature and social responsibility that underlie these perspectives. Readings may include philosophical texts and literature as well as classical and contemporary political science. Emphasis will be placed on analytic and critical writing. (5I) *Usually offered once each year. Open to first-year and second-year students only.*

### **POLS 206. Topics in Gender Politics (1).**

Selected topics emphasizing relations between gender(s) and politics. Considers political power derived from gender and the effects gender produces in political processes, institutions, or policies. May be repeated for credit if topic is different. (Also listed as Women's and Gender Studies 240.) *Offered occasionally. Prerequisite: varies with offering.*

### **POLS 215. U.S. Parties, Groups and Elections (1).**

Investigation of 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).**

Exploration of 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).** Examination of 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 the law and practice of civil liberties in the United States, including free speech, religion, and criminal justice. Extensive use of Supreme Court cases. *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 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). *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. This course will also study the political cultures and governmental structures of individual countries and compare and contrast different regimes. 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." *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), including an overview of past attempts at European integration, from the Romans to the Treaty of Rome. Addresses issues of identity, such as the meaning of being European and the challenge of nationalism, treaty law, and integration theories such as federalism, functionalism, neofunctionalism, liberal intergovernmentalism, and historical institutionalism. *Offered odd years, spring semester. Prerequisite: Political Science 160.*

**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).** *See Asian Studies 242 for course description.* This is an interdisciplinary course when taken as Asian Studies.

**POLS 246. Global Political Economy (1).** Examination of how the economy and politics influence one another. Analyzes schools of thought such as mercantilism, liberalism, and Marxism and provides theoretical support for a deep analysis of some of the international political and economic institutions in the areas of development, international trade, and international financial flows. Pays close attention to the role of multinational enterprises and regional integration as part of a broader development strategy, and reviews arguments about the relationship between economic development and liberal democracy. *Offered even years, fall semester. Prerequisite: Political Science 160; Economics 199 recommended.*

**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, UN and regional intervention, failed states, and the exploitation of natural resources. *Offered every third semester. 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. (Also listed as Women's and Gender Studies 210.) (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).** Social activity is inextricably related to the environment. However, many approaches to social organization take the environment for granted. Students will read about different ecologies, political and apolitical, as well as the actors, issues, and mechanisms of international environmental policy-making. We will review the role of Congress, the party system, and civil society groups involved in green politics and pay close attention to the relative success of green parties in Europe, their role in domestic politics and in the European Union. We will also study the politicization of the environment in developing countries, paying close attention to the role of outside actors and the fundamental differences in approach that exist between environmental groups in the north and those in the south. (3B) *Offered odd years, fall semester. Prerequisite: any 100-level political science course.*

**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 and humanitarian law, in theory and application. Topics include the role of the United Nations and nongovernmental organizations, complex humanitarian emergencies, the impact of gender and/or cultural practices, and emerging norms. The full range of human rights will be addressed, such as genocide, torture, civil and political liberties, refugee status, the death penalty, health, and economic conditions. *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 political processes of Mideast states, emphasizing identity, religion, social groups, economic development, and prospects for democracy; and the politics of West Asia, focusing on Iran, Iraq, Afghanistan, and Turkey. (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 study of the political systems of the countries of Latin America and the Caribbean. We take a critical approach in analyzing some of the main challenges faced by the region, such as the weakness of the party system, the prominent role of the president, and the lack of accountability of rulers, and look

closely at the diversity of political histories, cultures, and traditions that exist there. This course serves as a gateway course for Latin American and Caribbean Studies. *Offered odd years, spring semester. Prerequisite: sophomore standing.*

**POLS 273. International Relations of Latin America and the Caribbean (1).** A review of the theories informed by several schools of thought to explain the role of Latin America and the Caribbean in international relations, as well as those theories that explain the impact of the international system on Latin American and Caribbean societies, including modernization theory, dependency theory, corporatism, bureaucratic authoritarianism, and democratization theories, among others. Includes study of the revitalization of regional blocs since the 1990s and analysis of the foreign policies of specific countries, including Argentina, Brazil, Cuba, and Mexico, paying special attention to their relations with the United States. *Offered even years, spring semester. Prerequisite: Political Science 160 or 272.*

**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).** Study of classical political philosophy through a comparison of the Greek philosophical systems with an account of an Asian or medieval philosopher. Addresses enduring questions about the community, the individual, and the just society—as well as how we as observers should situate ourselves in relation to such questions. (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 political philosophy posed by such writers as Machiavelli, Hobbes, Locke, Rousseau, and Marx. Broad themes include the role of ethics in domestic and foreign policy; the relation between individual and community, the nature of rights and duties, and 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 main currents and issues in the development of North American political ideas, from colonial times to the present. Includes writings of intellectuals and political leaders as well as political documents. *Offered even years, fall semester. Prerequisite: Political Science 180 or sophomore standing.*

**POLS 295. Studies in Politics (½, 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. (Also listed as Women's and Gender Studies 306.) *Offered every third semester. Topics course. Prerequisite: senior standing, any 200-level political science course, and an introductory women's and gender studies course.*

**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, but focuses upon public leadership as related to the environment, health care, economic development, and education. May be taken in conjunction with an additional ½ unit of special project honors thesis or internship. *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. *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. Emphasizes framing research questions, formulating hypotheses, and the use of primary and secondary sources. Includes seminar presentations and peer review. Particular focus of the course will be announced before registration. *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. *Offered occasionally. Prerequisite: junior or senior standing and 2 courses in political theory and/or comparative politics*

**POLS 390. Special Projects (¼ - 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 (½).** Work with faculty in classroom instruction. *Graded credit/no credit.*

**POLS 396. Teaching Assistant Research (½).** 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**

**GREGORY BUCHANAN, chair**

**SUZANNE COX**

**ALEXIS GROSOFSKY**

**WILLIAM SCOTT**

**LAWRENCE WHITE**

**ROBIN ZEBROWSKI**  
(cognitive science)

## **Psychology Major**

(12 ½ units)

*Twelve and ½ units consisting of 4 ½ units of required core courses, 5 units of electives in the department, and 3 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.f., ensure that each student will complete a survey course in each of the primary subfields of psychology and an advanced course in one of the primary subfields. Electives outside the department, drawn from 2.a.-2.c., ensure that each student explores other disciplines that investigate questions about mind and behavior, as well as career opportunities related to psychology.*

- 1) Nine and ½ departmental units (at least 6 ½ of which must be taken at Beloit):
  - a) Core courses: Psychology 100, 150, 200, 300, and ½ unit of either 320 or 330 or 1 unit of 380.
  - b) Developmental psychology: 1 unit from Psychology 210, 215, or 225.
  - c) Experimental psychology: 1 unit from Psychology 230, 235, or 240.
  - d) Clinical and personality psychology: 1 unit from Psychology 250 or 252.
  - e) Social and cultural psychology: 1 unit from Psychology 260 or 265.
  - f) Advanced topics: 1 unit from Psychology 310, 315, 355, 360, or 385.
  
- 2) Supporting courses (3 units):
  - 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.
  - c) One unit in an area related to the student's future career plans, chosen in consultation with the major advisor.
  - d) 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. Indeed, one required course—Psychology 200, Research Methods and Design—is devoted, in part, to teaching students how to write research reports in a

professional style dictated by the American Psychological Association. Students refine and continue to apply their skills in the specialized, upper-level courses in the major as they report on the critical literature in the field and the results of their own research.

## 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 150. Statistical Applications in Psychology (1).**

This course introduces students to the analysis and interpretation of data with emphasis on techniques used in psychology. Topics include descriptive statistics, simple experimental design, hypothesis testing, correlation, regression, analysis of variance, and nonparametric techniques. Students also learn to analyze data using SPSS. *Offered each semester. Prerequisite: Psychology 100.*

### **PSYC 200. Research Methods and Design (1).**

This course immerses students in the planning, conducting, interpreting, and communicating of research. Issues addressed include the philosophy of science, hypothesis testing, the use of various methodologies, and research ethics. *Offered each semester. Prerequisite: Psychology 100 and 150.*

### **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. May include 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. May include at least 15 hours 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. May include at least 15 hours of field experience. (Also listed as Women's and Gender Studies 220.) *Offered once every three semesters. Prerequisite: Psychology 100 and any Women's and Gender Studies course, or consent of instructor.*

**PSYC 230. Physiological 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 240. Memory and Cognition (1).** This course examines some of the mental processes involved in human behavior. General issues to be covered include the accuracy of memory, problem solving, decision making, and the rationality of thought processes. Specific topics such as selective attention, subliminal perception, neurological bases of memory, and effects of aging will be discussed. (3B) *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 the real or implied presence of others. Topics include social perception and attribution processes, attitude formation and change, majority and minority influence, helping behavior, 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 examines individual psychological functioning across and within various cultures. Topics include social perception and cross-cultural research strategies, universal components of psychological functioning, and cultural variations in mental processes, psychosocial development, social behavior, 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 (½, 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. History and Systems of Psychology (1).** This course investigates the

origins of contemporary thought in psychology, examining psychological ideas and methods as the products of both early psychologists and sociocultural forces. *Prerequisite: Psychology 200, two other 200-level courses, and senior standing.*

**PSYC 310. Developmental Psychopathology (1).** This 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 at least 15 hours of field experience. *Offered occasionally. Prerequisite: Psychology 100, 200, and 210 or 215; Psychology 250 or 252 strongly recommended.*

**PSYC 315. Pediatric Psychology (1).** This 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 at least 15 hours of field experience. *Offered occasionally. Prerequisite: Psychology 100, 200, and 210 or 215; Psychology 252 or a health and society course strongly recommended.*

**PSYC 320. Senior Seminar (½).** An examination of current topics and issues in psychology. Students share their own specialized expertise, acquired throughout the course of their major program, with others in the class. The significant problems, investigative strategies, and findings in their fields are presented and discussed. *Offered each spring. Prerequisite: Psychology 300.*

**PSYC 330. Advanced Research Seminar (½, 1).** This course provides students with advanced experience in designing, conducting, and reporting a psychological study. *Prerequisite: Psychology 200 with a grade of "B" or better or consent of instructor.*

**PSYC 360. Applied Social Psychology (1).**

This course focuses on the application of social psychological methods, theories, and research findings to the understanding and solution of social problems. Areas of application include mental and physical health, business, education, sports, the legal system, and the environment.

*Offered occasionally. Prerequisite: Psychology 100, 200 (or a course in research methods), and 260.*

**PSYC 380. Senior Thesis (½).**

Independent research by a superior student under faculty supervision. *Prerequisite: by invitation.*

**PSYC 385. Advanced Topics in Psychology (½, 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. *Prerequisite:*

*Psychology 100 and 200 (or a course in research methods). Other courses may be required, depending on the topic.*

**PSYC 390. Special Project (¼ - 1).** Individual study under faculty supervision and/or research on a psychological topic selected by the student. *Prerequisite: sophomore standing.*

**PSYC 395. Teaching Assistant (½).** Work with faculty in classroom instruction. *Graded credit/no credit.*

# Science for Elementary Teaching

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*Students electing this major must successfully complete 4 units in one department and 2 units in each of the other three natural science departments. Courses to fulfill these requirements are elected according to the schedule listed below.*

## Faculty

**KATHLEEN GREENE, chair**

## Science for Elementary Teaching Major

**(15 units)**

### 1) Biology

- a) If 2 courses are taken: 1 from Biology 111, 121, 141, or 151, plus Biology 206.
- b) If four courses are taken: 2 from Biology 111, 121, 141, 151; plus 206 and 1 from the 200- or 300-level offerings of the department, chosen in consultation with advisor.

### 2) Chemistry

- a) If 2 courses are taken: any 2 of Chemistry 117, 220, 230, and 250.
- b) If 4 courses are taken: Chemistry 117, 220, 230, and 250.

### 3) Geology

- a) If 2 courses are taken: either Geology 100 or 110 and 105.
- b) If 4 courses are taken: Geology 100 or 110, plus 105, 210, and either 200 or 215.

**Note:** *If advanced placement is granted out of Geology 100, students taking 2 courses must take 105, plus 1 of 200, 210, 215; students taking 4 courses must take 105, 200, 210, and 215.*

### 4) Physics

- a) If 2 courses are taken: any 2 from Physics 101, 102, and 130.

- b) If 4 courses are taken: Physics 101, 102, and 130, plus 1 from 206, 210, 220, 245.

**Note:** *An exception to the schedule of required courses in biology, chemistry, geology, and physics is allowed if a student elects a special projects course in one of the four departments and thereby exceeds the minimum number of units required from that department. In such a case, the required number of units in one other department could be reduced by an amount equal to the unit value of the special projects course. Requests for approval of this or other exceptions should be submitted in writing to the program advisor.*

### 5) Education and Youth Studies

- a) Complete the following education courses: Education and Youth Studies 101 or 102, 151, 204, and 272.

### 6) Capstone

- a) Complete an appropriate capstone course or experience, approved by the student's advisor.

**Note:** *Students planning to certify will need to take all of the appropriate certification requirements as part of their program. Consult the program advisor and the department of education and youth studies handbook for details about certification.*

### 7) Writing/communication requirement

- a) Prescribed courses in the education department provide for comprehensive and systematic opportunities for practicing, improving, and demonstrating a range of communication skills. Because the science course work chosen by science for elementary teaching majors varies widely, the contribution of science courses to the development of writing and other communication skills is seen as significantly augmenting that of the education courses.

# 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

CARLA DAVIS

KATHRYN LINNENBERG, chair

CAREY PIERATT-SEELEY

CHARLES WESTERBERG

CAROL WICKERSHAM

## Sociology Major

(11 units)

- 1) Nine departmental units:
  - a) Sociology 100, 300, 305, and 310.
  - b) Five elective units in sociology, chosen in consultation with the major advisor. (Students are encouraged to declare the major by the end of the fourth term to avoid conflicts in obtaining required courses for the major.)
- 2) Supporting courses (2 units):

Two courses chosen in consultation with an advisor. We strongly recommend that at least

one of the supporting courses have 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).**

Study of the basic sociological elements for understanding the relationship of society and individuals: elements emphasized are social structure, institutions and roles; culture; sex and gender; social class and stratification; social change; theory; methodology; race and/or ethnicity; socialization; population and ecology. The goal is to introduce a sociological analytical perspective. (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. *Offered each year. Open to first-year students.*

**SOCI 210. Families in Transition (1).**

Dominant demographic changes in family structure in the West. Major variations in family life as rooted in differences of social class, ethnicity, and religion. Exploration of select topics such as single motherhood, childrearing practices, marriage, and family policy. *Offered each year. Prerequisite: Sociology 100 or consent of instructor.*

**SOCI 215. Social Movements (1).** This course explores collective movements for social change and specifically examines efforts to address social injustice through reform or revolution. We consider a variety of domestic and international social movements, in both historical and contemporary contexts. This class also provides a survey of the leading theories that attempt to explain and predict social movements, including theories of culture and political-economy, resource mobilization, political opportunity, and discourse framing. Among the movements to be studied are political movements of the “right” and the “left,” movements of race and ethnicity, of gender and sexuality, peace, human rights, the environment, and religion. The goal of the class is to provide pragmatic tools for social engagement toward a more civil society. *Offered each year. Prerequisite: Sociology 100 or consent of instructor.*

**SOCI 220. The Sociology of Race and Ethnicity (1).** An examination of the meanings and the social forms connected with racial and ethnic status. *Offered each year. Prerequisite: Sociology 100 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. 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 Women’s and Gender Studies 220.) *Offered each year. Prerequisite: Sociology 100 or consent of instructor.*

**SOCI 230. Political Sociology (1).** This course focuses on stratified power relationships examined from the conflict perspective in sociology. Classical conceptions of “power” will be examined, focusing on theories of political economy from Karl Marx, Max Weber, and C. Wright Mills. Contemporary theories of socio-economic development will also be explored, including development, dependency, and world system perspectives. Substantively, the course will revolve around issues of political and economic development, exploration, trade, military domination, colonialism, modern political changes, economic imbalances, and cultural diffusion in international comparative perspective, focusing on inequities between the so-called first and third worlds. *Offered each year. Prerequisite: Sociology 100 or consent of instructor.*

**SOCI 250. Sociology of the Environment (1).** Using case studies, this course will consider the sociological aspects of the environment, various public policies, and the prospects for the resolution of important environmental problems. Three major themes will be introduced: the interplay of environment, culture, and politics; the importance of power and social class in environmental analysis; and the relation between the social and physical environments. The first half will focus on specific cases supported by films, readings, lectures, and discussion. The second half will involve group projects and individual research efforts. *Offered occasionally. Prerequisite: Sociology 100 or consent of instructor. Any student interested in environmental studies is encouraged to enroll.*

**SOCI 255. Identity, Self, and Society (1).** This course explores the basic concepts and leading theories on the social construction of self and identity. Analytical discussions will address the nature vs. nurture debate (examining the relative influence of heredity and environment on the self), some social psychological perspectives on identity, and, most importantly, symbolic interactive perspectives on the social self. These

perspectives will focus on the impact of socialization contexts, such as society and culture at large, the family, educational institutions, peer groups, gender groups, and the mass media. The theories of George Herbert Mead and Erving Goffman will figure most prominently in this course. *Offered each year. Prerequisite: Sociology 100 or consent of instructor.*

**SOCI 260. Social Stratification (1).**

Exploration of structured social inequality. What are the bases of social inequality? How are inequality variables related? How can we measure inequality? What do we know about social mobility? Exploration of some specific life changes and patterns of behavior as they are related to social inequality. *Offered each year. Prerequisite: Sociology 100 or consent of instructor.*

**SOCI 270. Criminal Justice: North American and Comparative (1).**

Law and the criminal justice system as forms of moral order and 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 each year. Prerequisite: Sociology 100 or consent of instructor.*

**SOCI 275. Health, Medical Care, and Society (1).**

An examination of health, illness, and medical care from the sociological perspective. Topics include social epidemiology; morbidity and mortality; the social psychology of illness; 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 occasionally. Prerequisite: Sociology 100 or consent of instructor. Pre-medical students encouraged to enroll.*

**SOCI 280. 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 each year. Prerequisite: Sociology 100 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, 291. Topical Studies in Sociology (½, 1).**

Topics studied in a sociological perspective, e.g. philosophy and ethics of social science, social policy issues, urban studies, education, adolescence and child development, or social welfare. May be repeated for credit if topic is different. *Offered occasionally. Prerequisite: Sociology 100 or consent of instructor.*

**SOCI 300. Survey of Research Methods (1).**

An introduction to the principal research strategies available to sociologists, including observations, surveys, experiments, archives, documents, and biographies. Class members will think about the underlying philosophy and logic of each method, as well as the quality of data gathered by that method. Students will design and carry out a research project using one or

more of these data collection approaches. *Offered each year. Prerequisite: Sociology 100.*

**SOCI 305. Social Statistics (1).** This course focuses on “the doing of social science research” with an emphasis on quantitative analysis. The specific topics covered include data description, an introduction to statistical inference, and hypothesis testing and linear regression. 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 year. Prerequisite: Sociology 100 or consent of instructor. Cannot be taken for credit if Psychology 150 has already been taken.*

**SOCI 310. Classical Sociological Theory (1).** An exploration of the history of social thought. Emphasis is on a survey of leading theories in the functionalist, conflict, and interpretive historical perspectives. The focus is on the following classical theorists: Durkheim, Marx, and Weber. *Offered each year. Prerequisite: Sociology 100 or consent of instructor.*

**SOCI 315. The Sociology of Law (1).** Primarily analyzes law and legal institutions as sociological constructs. Alternative theoretical models of law compared and applied to a case study. Law as ideology and morality. 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 consent of instructor.*

**SOCI 320, 321. Research Practicum (½, 1).** Practicum provides an opportunity for student research. Students may propose research projects and faculty may also do so, inviting students to participate as colleagues. *Offered occasionally. Prerequisite: elected major in sociology and Sociology 300.*

**SOCI 340. Contemporary Sociological Theories (1).** An exploration of contemporary social thought. Emphasis is on a survey of leading theories in the functionalist, conflict, and interpretive historical perspectives. The focus is on the following contemporary theorists: Mills, Parsons, Foucault, Bourdieu, and Gramsci. *Offered occasionally. Prerequisite: for non-sociology majors, Sociology 100 or consent of instructor.*

**SOCI 390. Special Projects (¼ - 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 (½).** Work with faculty in classroom instruction. *Graded credit/no credit.*

**SOCI 396. Teaching Assistant Research (½).** 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 the creation and presentation of narrative messages using performance and media within a liberal arts context. Departmental faculty and staff are committed to educating the whole person. We believe a theatre, dance, or media studies artist today needs to develop not only as a practitioner possessing artistic capabilities and understanding, but also as a well-rounded human being. The disciplines of theatre, dance, and media studies provide the form and content through which academic and life skills, which have broad applications, are acquired and applied. At Beloit College, the theatre, dance and media studies program stresses the interdependency of academic study and experiential learning, the importance of disciplinary foundations, and the significance of a broad knowledge of performance and culture. Additionally, the program is dedicated to educating its students to consider the possibilities for their selected art form by wholeheartedly engaging the ideas and perspectives of other artistic approaches and disciplines. Courses offer intensive exploration of the core perspectives necessary for performance and media practice, intellectual and aesthetic understanding, and lifetime involvement in performance and media disciplines.*

## Faculty

ALICIA BAILEY

CARL BALSON (emeritus)

CHARLES DRURY

TRACY HAZEN (media studies)

CHRISTINE JOHNSON (dance)

JOHN KAUFMANN

DAVID KNUTSON (media studies)

CYNTHIA McCOWN

AMY SARNO, chair

GINA T'AI (dance)

DONNA THALMAN

RODNEY UMLAS (emeritus)

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 ½ units)

- 1) Theatre, Dance and Media Studies 202 and 360 (½ 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 (½), 115 (½), 117 (½), 213 (½), 215 (½), 217 (½), 313 (½), 315 (½), and 317 (½). (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.
- 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, 215, 300, 305, Theatre, Dance and Media Studies 199, or Women’s and Gender Studies 230.
- 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.*

## Media Studies

(12 ½ units)

- 1) Theatre, Dance and Media Studies 202 and 360 (½ unit).

## Performance

(13 ½ units)

- 1) Theatre, Dance and Media Studies 202 and Theatre, Dance and Media Studies 360 (½ 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.*
- 5) Two units of design and/or production expertise chosen in consultation with the advisor from the following: Theatre, Dance and Media Studies 116 (1/2), 122 (1/2), 220 (1/2), 227, 228, or 390 (1/4 - 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.*

**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.*

## Production

(13 1/2 units)

- 1) Theatre, Dance and Media Studies 202 and 360 (1/2).
- 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.

## 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 (1/4).** 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. *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 (1/2).** 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 (1/2).** 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 (1/2).** 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 (1/2).** 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. *Offered most spring semesters.*

**TDMS 122. Elements of Design (1/2).** 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 (½).** 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 (½).** 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. *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 each spring.*

**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. May be repeated for credit if topic is different. (5T) *Offered each year; check with the department for semester. Prerequisite: sophomore standing and must have completed at least two 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 each fall. Prerequisite: Theatre, Dance and Media Studies 106.*

**TDMS 213. Modern Dance II (½).** 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: Theatre, Dance and Media Studies 113 or consent of instructor.*

**TDMS 215. Ballet II (½).** 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: Theatre, Dance and Media Studies 115 or consent of instructor.*

**TDMS 217. Jazz Dance II (½).** 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. *Offered odd years, spring semester. Prerequisite: Theatre, Dance and Media Studies 117 or consent of instructor.*

**TDMS 220. Scenic Painting (½).** 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: Theatre, Dance and Media Studies 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: Theatre, Dance and Media Studies 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: Theatre, Dance and Media Studies 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: Theatre, Dance and Media Studies 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 Theatre, Dance and Media Studies 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: Theatre, Dance and Media Studies 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, fall semester. Prerequisite: Theatre, Dance and Media Studies 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 Theatre, Dance and Media Studies 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 Theatre, Dance and Media Studies 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, tape digital editing, performance skills, announcing, producing broadcast programs, field production, and directing for the broadcast media. *Offered each spring. Prerequisite: Theatre, Dance and Media Studies 150.*

**TDMS 246. Repertory Dance Company (RDC) (½, 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 every spring semester. Prerequisite: sophomore standing and consent by audition.*

**TDMS 250. Topics in Theatre, Dance or Media Studies (½, 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.*

**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 Theatre, Dance and Media Studies 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: Theatre, Dance and Media Studies 107.*

**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 most spring semesters. Prerequisite: Theatre, Dance and Media Studies 106 and 206.*

**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: Theatre, Dance and Media Studies 106, 112, 199, and 206.*

**TDMS 313. Modern Dance III (½).** A continuation of Modern Dance II with further emphasis on stylization and performance attitude. May be taken up to two times for credit. *Offered each fall. Prerequisite: Theatre, Dance and Media Studies 213 or consent of instructor.*

**TDMS 315. Ballet III (½).** 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. *Offered each spring. Prerequisite: Theatre, Dance and Media Studies 215 or consent of instructor.*

**TDMS 317. Jazz Dance Technique III (½).**

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. *Offered even years, spring semester. Prerequisite: Theatre, Dance and Media Studies 217 or consent of instructor.*

**TDMS 321. Theatre Design Studio (½).**

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: Theatre, Dance and Media Studies 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: Theatre, Dance and Media Studies 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. *Offered even years,*

*spring semester. Prerequisite: Theatre, Dance and Media Studies 242 or consent of instructor.*

**TDMS 350. Advanced Topics in Theatre, Dance or Media Studies (½, 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. *Offered occasionally. Prerequisite: varies with topic.*

**TDMS 351. Devising New Work (1).**

Devising New Work 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 theatre, dance and performance studies majors only. (Performance and production majors must have completed: Theatre, Dance and Media Studies 106, 199, 112, 161; media studies track majors must have completed: Theatre, Dance and Media Studies 105, 150, 161, 245; dance track majors must have completed: Theatre, Dance and Media Studies 112, 161, 242).*

**TDMS 352. Senior Project (½).**

Creative or research capstone 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 (½).**

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 resume/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. *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: Theatre, Dance and Media Studies 107 and 202.*

**TDMS 390. Special Projects (¼ - 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 ¼ 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**

# Women's and Gender Studies

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*Women's and gender studies creates a framework for examining the historical, cultural, political, economic, and global conditions central to understanding both women as gendered beings and the processes of gender construction for all humans. Such processes are inextricably bound up in a complex matrix of other identity categories, including race, class, sexuality, ethnicity, nationality, religion, and physical ability. Both the major and the minor use interdisciplinary core courses, topics courses, and a number of disciplinary-based, cross-listed courses to engage students in an investigation of theoretical approaches to, and active learning around, gendered identities, representations, and bodies.*

## **Faculty**

*Women's and gender studies faculty are drawn from a variety of disciplines in keeping with the field's interdisciplinary nature.*

**LISA ANDERSON-LEVY**  
(anthropology)

**GREGORY BUCHANAN**  
(psychology)

**EMILY CHAMLEE-WRIGHT**  
(economics and management)

**SUZANNE COX** (psychology), chair

**SONJA DARLINGTON**  
(education and youth studies)

**CARLA DAVIS** (sociology)

**GEORGIA DUERST-LAHTI**  
(political science)

**RACHEL ELLETT**  
(political science)

**JENNIFER ESPERANZA**  
(anthropology)

**MARION FIELD FASS** (biology)

**KATHLEEN GREENE**  
(education and youth studies)

**NATALIE GUMMER**  
(religious studies)

**CONSTANTINE HADAVAS**  
(classics)

**TAMARA KETABGIAN** (English)

**NANCY KRUSKO** (anthropology)

**DIANE LICHTENSTEIN** (English)

**KATHRYN LINNENBERG**  
(sociology)

**SYLVIA LÓPEZ,**  
(modern languages and literatures)

**JINGJING LOU**  
(education and youth studies)

**NANCY McDOWELL** (anthropology)

**DEBRA MAJEED** (religious studies)

**CATHERINE ORR**

**JO ORTEL** (art and art history)

**LAURA PARMENTIER** (chemistry)

**SUSAN RICE** (music)

**LINDA STURTZ** (history)

**OSWALDO VOYSEST**  
(modern languages and literatures)

**CAROL WICKERSHAM** (sociology)

**LISA HAINES WRIGHT** (English)

## Women's and Gender Studies Major

### (10 units)

- 1) Two of the following courses: Women's and Gender Studies 150, 155, and 160.
- 2) Global requirement: 1 unit or study abroad experience that explores some aspect of women or gender in international or global perspectives. To be decided in consultation with advisor.
- 3) History requirement: 1 unit of study that explores some aspect of women or gender through a historical perspective. To be decided in consultation with advisor.
- 4) Methods requirement: 1 unit of study that provides a methodological grounding appropriate to studying women or gender. To be decided in consultation with advisor.
- 5) Experiential learning requirement: a ½-unit internship as well as pre- and post-internship units designed to offer both preparation and reflection, each worth ¼ unit. To be decided in consultation with advisor.
- 6) One unit of 300-level course work that engages theoretical concepts relevant to women's and gender studies, including Women's and Gender Studies 301, 306, 320, or other courses so designated by the Women's and Gender Studies Curriculum Committee.
- 7) One unit of senior colloquium: Women's and Gender Studies 370.
- 8) Two additional units in women's and gender studies course work.
- 9) Writing/communication requirement:  
Because women's and gender studies draws on a number of disciplinary traditions, writing takes on various functions in this interdisciplinary program. Each of the introductory courses, for example, utilizes writing as both a reflective and generative tool in the examination of cultural myths, stereotypes, and representations of gendered

subjects. Courses at the 300-level demand that students both engage and articulate theoretical perspectives that develop broader vocabularies and encourage conceptual sophistication through the practice of writing. Finally, cross-listed courses allow students the opportunity to experience other disciplines' writing traditions and approaches.

## Women's and Gender Studies Minor

### (5 ½ units)

- 1) Two of the following courses: Women's and Gender Studies 150, 155, and 160.
- 2) One unit of 300-level course work that engages theoretical concepts relevant to women's and gender studies, including Women's and Gender Studies 301, 306, 320, or other courses so designated by the Women's and Gender Studies Curriculum Committee.
- 3) At least 2 ½ additional units of women's and gender studies course work.

## Description of Courses

### WGST 150. Introduction to Women's Studies

**(1).** This course takes seriously the need to understand women's richly diverse lives from global perspectives. As a topics-based and women-centered course, Introduction to Women's Studies works to both retain the long tradition of consciousness-raising out of which the discipline emerged, as well as make use of the vast expanse of research material now available in aiding our understanding about women and gender both locally and globally. It examines the relation between experiential knowledge and more traditional forms of scholarship, and it investigates a variety of topics which include differences based on race, ethnicity, class, sexuality, and nation; creative responses to oppression; and women's experiences within institutions such as family, religion, media, economy, health, and the state.  
*(3B) Offered each year.*

### WGST 155. Introduction to Gender Studies

**(1).** This course is an interdisciplinary and cross-cultural introduction to the critical interrogation

of gender. The variability and specificity of gendered identities are explored, taking into account popular culture, post-structuralism, the queer, and embodied subjectivity—to name but a few possibilities. (3B) *Offered each year.*

**WGST 160. Introduction to Feminisms (1).**

This course investigates the theoretical assumptions of practitioners within various movements aimed at eliminating gender-based discrimination and introduces students to the multiplicity of ideas that have come to constitute feminist thought. Various assumptions, approaches, and philosophies of feminist, womanist, and other pro-women thought are investigated. Emphasis is placed on how these approaches are historically and socially situated, how each has its merits and limitations, and how they will inevitably conflict. (3B) *Offered each year.*

**WGST 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 Interdisciplinary Studies 252.)

**WGST 260. Topics in Women's and Gender Studies (½, 1).**

Topics of importance to the field of women's and gender studies, offered to take advantage of the expertise and interests of regular faculty or visiting lecturers. Topics are announced in preregistration material each term. May be repeated for credit if topic is different. (3B) *Prerequisite: Women's and Gender Studies 150, 155, or 160, or consent of instructor.*

**WGST 301. Feminist Theory (1).** This course focuses on contemporary feminist theory as a site for the restructuring of knowledge. For more than three decades, contemporary feminists have been engaged in an exploration of women's diverse histories and experiences. As a result, feminist inquiry has constituted a rich, dynamic field with its own components,

methods, debates, and conflicts. This course will undertake a comprehensive, in-depth exploration of this field: its functions and tensions, its modes of articulation, and its intellectual claims. Special attention will be paid to the history and current incarnations of feminist activism and their relationships to theorizing inside and outside of the academy.

*Prerequisite: Women's and Gender Studies 150, 155, or 160, and one 200-level women's and gender studies course, or consent of instructor.*

**WGST 306. Advanced Topics in Feminism and Politics (1).** *See Political Science 306 for description.*

**WGST 320. Undoing the Dimorphic Paradigm: Gender-Bending, Actual and Imaginative (1).**

This 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. We examine instances of and responses to "third"-ness, working across time (Renaissance to contemporary) and in various social discourses: myth, religion, and philosophy, e.g., biology and medicine, psychology and psychiatry, history and (auto)biography, popular culture, and the arts. At various historical moments and in various contexts, we ask what anxieties invest "thirdness" and what possibilities it opens, investigating similarities and differences. And we compare various discourses and media, asking how they intersect and how they differ. *Offered every other year.*

*Prerequisite: Women's and Gender Studies 150, 155, or 160, and one 200-level women's and gender studies course, or consent of instructor.*

**WGST 360. Advanced Topics in Women's and Gender Studies (½, 1).**

Topics important to the field of women's and gender studies, offered to take advantage of faculty or student interest and faculty expertise. Courses will be conceived as advanced-level classes. Topics are announced in preregistration materials each term. May be repeated for credit if topic is different. *Prerequisite: 5 units in women's and gender studies courses (including 2 of the 3 introductory courses) or consent of instructor.*

**WGST 370. Senior Colloquium in Women's and Gender Studies (½, 1).** This course is designed as a “capstone” experience for women's and gender studies majors and minors. The purposes of the course are for students to: 1) actively reflect on their women's and gender studies education through—among other things—a portfolio; 2) research a specific area of interest in more depth and/or breadth than previous survey or topics courses have demanded; and 3) apply that research beyond the classroom so that it not only produces some positive change in the lives of others but also prepares students for life after Beloit. *Offered each spring. Prerequisite: 5 units in women's and gender studies courses (including 2 of the 3 introductory courses, one 300-level women's and gender studies course, and a methods course).*

**WGST 390. Special Project (¼ - 1).** Individual work under faculty supervision, with evaluation based on appropriate evidence of achievement. *Prerequisite: sophomore standing.*

**WGST 392. Honors Thesis (½, 1).** The writing of a substantial paper based on independent study or project. Qualified students may apply.

**WGST 395. Teaching Assistant (½).** Work with faculty in research or classroom instruction. *Graded credit/no credit. Prerequisite: consent of instructor.*

**WGST 396. Research Assistant (½).** Work with faculty doing research. *Prerequisite: consent of instructor.*

## Cross-listed Course Descriptions

Courses under these rubrics are listed as both courses in a department and courses that count as electives for the women's and gender studies major and minor. Any cross-listed course may be repeated for credit if topic is different.

**WGST 200. Constructing Identity and Difference (1).** Courses in this category investigate constructions of gender, race, class, ethnicity, desire, and notions of (ab)normality in particular cultural, linguistic, and historical contexts. Emphasis will be placed on understanding and subverting the norms and institutions that construct identity and difference. Such courses might include: Race,

Class, and Gender in Early North America, Writing Women's Lives: Religious Biography and Autobiography, and 20th-Century Hispanic Women's Literature. (5T)

## WGST 210. Historical and Global Perspectives on Women and Gender (1).

Courses in this category consider women's and gendered identities, roles, experiences, and ideologies in historical and global contexts. They will explore ways in which events, institutions, politics, economics, cultures, and sciences have both influenced and been influenced by gender. Such courses might include: Gender and Ideology in Melanesia, Survey of U.S. Women's History, Women Writers, Women and Gender in Islam, and the Image of Women in Latin American 19th-Century Letters.

## WGST 220. Sex, Gender, and the Body (1).

Courses in this category examine the interrelationships between sex, gender, and the body by considering biological, psychological, and sociocultural factors. Topics might include human sexuality, sexual identities, roles and orientations, individual bodies, and the body politic. Such courses might include: Human Sexual Identities and Psychology of Women. (5T)

## WGST 230. Performance and Representation

**(1).** Courses in this category focus on ways in which gender is performed and/or represented in various cultural forms and contexts. Possible topics include art, media, popular culture, narrative, music, religion, and dance. Such courses might include: Burning Sapphos and Laughing Medusas, Educating Women: Gender and Schooling, Narrating a Tradition: African-American Women's Novels, Women in Music: International Perspectives, and Gender in Religious Practice.

## WGST 240. Theory, Practice, and Change

**(1).** Courses in this category analyze relationships among knowledge production and political action. Emphases include the ideas, skills, and strategies used by change agents who work for social justice. Such courses might include: Sex and Gender Matters in U.S. Politics and Gender Ideology and Governing As We Know It.

# 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**  
**American studies**  
**Ancient Mediterranean studies**  
**Asian studies**  
**Computational visualization and modeling**  
**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**  
**Legal studies**  
**Medieval studies**  
**Museum studies**  
**Performing arts**  
**Russian studies**  
**Women's and gender studies (see chapter 2)**

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

#### Computer science

#### English

#### Geology

#### History

#### Mathematics

#### Modern Languages

Chinese  
French  
German  
Japanese  
Russian  
Spanish

#### Music

#### Philosophy and religious studies

Philosophy  
Religious studies  
Philosophy and religious studies

#### Physics

#### Political science

# 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

**EMILY CHAMLEE-WRIGHT**  
(economics and management)

**SONJA DARLINGTON**  
(education)

**BETH DOUGHERTY**, advisor  
(political science)

**RACHEL ELLETT** (political science)

**MARION FIELD FASS** (biology)

**DEBRA MAJEED** (religious studies)

**BEATRICE MCKENZIE** (history)

## **African Studies Minor**

(5 ½ - 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 (½, 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 (½, 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.

# American Studies

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*American studies is an interdisciplinary field of inquiry characterized by continuous growth and change. Once a combined study of American literature and history, American studies now draws upon the methodologies of a variety of disciplines to create a multi-focused perspective on American life. The pluralistic construction of the United States, and the ongoing debate about the terms “America,” “North America,” and the “Americas” broadens the field even further.*

*The American studies program at Beloit (AMST) allows students to explore representative elements and diverse definitions of the American experience as they complete general and degree requirements. Students in the program may take courses with American studies content in domains and departments throughout the college.*

*All American studies minors are self-designed. In collaboration with the American studies advisor and others, students choose a program of interrelated 1) core, 2) concentration, and 3) capstone courses or projects which together promote a coherent understanding of aspects of American life.*

## Faculty

**CYNTHIA McCOWN, advisor**  
(English and theatre arts, dance and media studies )

Students will find American studies designated courses in almost every domain and department. Domains most frequently listing American studies courses are Arts, Behavior, and Texts, but other domains may also list offerings. American studies-designated courses (AMST) may also satisfy the skills requirements in writing and intercultural competence. A brief list of

departments frequently offering American studies-designated courses includes anthropology, art and art history, economics, education and youth studies, English, environmental studies, health and society, history, legal studies, music, religious studies, political science, sociology, and women’s and gender studies.

## **American Studies Minor**

**(5 ½ - 6 units)**

Of these units, courses must be taken in at least two different domains and three different departments. Students desiring to complete a minor in American studies must fulfill the following requirements:

- 1) One introductory (100-level) course in American literature and 1 other course designated American studies (AMST). At this level, the student should consider domain choices.
- 2) Declaration of the minor and consultation with the American studies advisor.
- 3) Three disciplinary or interdisciplinary “concentration” courses, usually at the 200 level, chosen in consultation with the advisor. These courses should have clear and substantial American studies content and be interrelated to one another either in topical, historical, or thematic perspectives. No more than 2 of these courses may be in the same department. Paired and team-taught courses are recommended in this phase of the minor. Students should retain major written assignments done in these courses for presentation at the completion of the minor.
- 4) A capstone experience. Choices should be interdisciplinary in approach, related to American studies courses previously taken, and made in consultation with the advisor. The capstone should allow students to demonstrate a measurable, interdisciplinary, and coherent understanding of elements of American life and culture. In consultation with the advisor, students may choose:

- a) An upper-level American studies course (½ or 1). (These courses are usually listed in the online course schedule under American studies as AMST, but course approval can reside with the advisor.) OR
  - b) Under the direction of a faculty member as a special project (AMST 390, ½ unit), one of the following:
    - i) A field project and report.
    - ii) A research project and paper.
    - iii) A presentation given in a public forum.
- 5) Another academic activity designed by the student and approved by the advisor.
- 6) At the conclusion of the capstone experience, students will present a portfolio of work done in the concentration phase and the capstone, along with a descriptive list of courses taken and a short reflective essay.

**Special resources:** Native American material culture in the Logan Museum collection and archive holdings, including oral histories of Beloit and civil rights material.

*Students should check catalog and online course descriptions to make sure the courses taken for the minor fulfill American studies requirements.*

# Ancient Mediterranean Studies

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*The ancient Mediterranean studies minor is an interdisciplinary program of study in which the student enters Mediterranean civilizations and explores them from one of a number of perspectives. This is a minor in which philology, anthropology, archaeology, intellectual and social history, and religion come together to reveal the Mediterranean world. As a capstone experience, students may undertake a comparative project during their senior year.*

## Faculty

**KOSTA HADAVAS, advisor (classics)**

**GENE MILLER (classics)**

**DANIEL SHEA (anthropology)**

**PHILIP SHIELDS (philosophy)**

**LISL WALSH (classics)**

**JOHN WATROUS (classics)**

## **Ancient Mediterranean Studies Minor**

**(6 units)**

- 1) Two courses in Greek, Latin, or Egyptian, or 2 courses from the following: History 221, 222; Philosophy 200.
- 2) Classics 100.
- 3) Three courses chosen from: Anthropology 110, 310; Art History 120; Classics 150, 205, 225, 226, 227, 230, 250; Political Science 280; Religious Studies courses approved by the advisor; or courses listed in 1, above, if not used to meet that requirement.
- 4) No more than 3 of the courses required for the minor may be from one department.
- 5) Courses taken to satisfy major requirements do not count toward this minor.
- 6) Three of the 6 units required for this minor must be above the 100 level.

# 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)

**ANDRÁS BOROS-KAZAI**  
(international relations)

**JENNIFER ESPERANZA**  
(anthropology)

**NATALIE GUMMER**  
(religious studies)

**ROBERT LaFLEUR**  
(history and anthropology)

**SCOTT LINEBERGER**  
(modern languages and literatures)

**JINGJING LOU**, advisor (education)

**DEBRA MAJEED** (religious studies)

**AKIKO OGINO**  
(modern languages and literatures)

**WARREN BRUCE PALMER**  
(economics)

**JOHN RAPP** (political science)

**SHIN YONG ROBSON**  
(modern languages and literatures)

**PHILIP SHIELDS** (philosophy)

**DANIEL YOUND**  
(modern languages and literatures)

## Asian Studies Minor

(6 units)

- 1) One unit from History 210—Chinese History and Culture or Japanese History and Culture. In some circumstances, other courses may be counted for this requirement. Contact the Asian studies advisor for permission.
- 2) Asian Studies 351 (½ unit).
- 3) Two units of an approved Asian language, usually Arabic, Chinese, or Japanese.
- 4) Two and ½ 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 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. (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 (½).** 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. *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.*

# Computational Visualization and Modeling

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*Computational science has been identified as an important interdisciplinary field, based on the development and routine use of sophisticated desktop computer hardware and software in many disciplines over the past decade.*

*Computational visualization and modeling (COVM) is a minor for students who are interested in a study of the most important areas in computational science, namely techniques for visualization of information (data) and connections, as well as simulation and modeling of the real world, using a computer. Both of these rubrics provide new and powerful ways to ask questions, obtain fresh insights, and solve problems in many different fields including art, biology, chemistry, economics, environmental studies, and physics.*

## Faculty

**PAUL CAMPBELL**  
(mathematics and computer science)

**DARRAH CHAVEY**  
(computer science)

**ROBERT ELDER**  
(economics)

**YAFFA GROSSMAN** (biology)

**STEVEN HUSS-LEDERMAN**  
(computer science)

**JOHN JUNGCK** (biology)

**GEORGE LISENSKY** (chemistry)

**PAUL STANLEY** (physics)

**SUSAN SWANSON** (geology)

**RAMA VISWANATHAN**, advisor  
(chemistry and computer science)

**GEORGE WILLIAMS, JR.**  
(art and art history)

## **Computational Visualization and Modeling Minor**

**(6 units)**

- 1) Four units consisting of Computer Science 121, 131, 204, and Computer Science/ Interdisciplinary Studies 161, 261.
- 2) Two units in a single department chosen from the following list:
  - a) Art 150 (when offered as 1 unit of Specialized Media: Visual Communications), 225, 325.
  - b) Biology 289, 337, 372.
  - c) Chemistry 220, 245.
  - d) Economics 251, 302, 303.
  - e) Physics 206, 260 (when the topic is nonlinear science), 270, 330, 350.

**Note:** *Some of the courses in the list above may have prerequisites. Students should consult in advance with the appropriate department chair and instructor to determine if the prerequisites have been satisfied.*

- f) One unit chosen from courses not listed above, in particular special topics courses that satisfy the COVM rubric in a given department used for the requirement above, or Environmental Studies 258, when offered as a full unit, may be substituted with the prior approval of the minor advisor.

# European Studies

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*Europe is both exotic and familiar: It is easy to see the continent—from the Azores to the Urals, from Malta to Franz Josef Land—in a variety of images. This environmental salmagundi is mirrored in a rich ethnic-linguistic, cultural, economic, and political diversity, which may be surprising when considering Europe's modest size.*

*Far beyond the fact that explorers named America after a medieval European saint, the connectedness of the United States to the (old/new) continent remains undeniable. And, in a way, the same appears to be true for the rest of the world. Even as Europeans rule less of the earth's real estate, their notions, attitudes, and practices continue to have a strong global impact.*

*Proceeding from the above observations, the field of European studies prompts us to utilize Europe (1) as a storehouse and source of time-tested, on-going, and fresh experiences, and (2) as a readily available workshop-laboratory in which to observe various approaches to universal challenges in a range of contexts (from architecture to traffic, from circus management to multi-lingual packaging).*

*Since Europe is one of the smallest of inhabited continents (with a shrinking resource base and a checkered record of orderly coexistence), the themes of European studies echo global issues in a sharply urgent manner. They are primarily people-issues, addressing the troubling/promising aspects of individual and group identity, ethnic, class, and gender relations, assimilation and tolerance, heritage*

*and belief, just to mention a few. It has been asserted that the combined aim of delving into these matters is to create conditions for post-ideological consociation, in which many diverse human beings coexist and flourish in close proximity.*

*Theories may exist in translation, but reality speaks to us best from the street, from the cafés and from the pages of the local press. Therefore, European studies places considerable emphasis on studying and demonstrating a useful knowledge of at least one foreign language.*

## Faculty

**ANDRÁS BOROS-KAZAI**, advisor  
(international relations)

## **European Studies Minor**

**(6 units)**

- 1) One European history course that is focused on more than one European country.
- 2) One unit of a European foreign language. For commonly taught languages (French, German, Russian, Spanish), these courses must be at the 110 level or above. For less commonly taught languages (Hungarian or others), this course may be at the 100 level.
- 3) One special project with approval of the European studies advisor.

- 4) Three units from the following list, as long as at least three departments total are represented in the student's minor program: Art history 120, 231, 240, 245; Classics 205, 225, 230; Economics 209; English 195, 251, 252, 253; History 200, 205, 217, 218, 223, 264, 266, 267, 384; Interdisciplinary Studies 217, 255, 272; Music 201, 202, 203; Philosophy 110, 200, 205, 238, 240; Political Science 235, 237, 240, 280, 285; Psychology 300; Sociology 310; Theatre Arts, Dance and Media Studies 235, 236, 244, or 252. All French, German, Spanish, and Russian courses above 110, and all Hungarian courses. The following courses may count toward the minor only when the topic is appropriate and with the consent of the instructor and the European Studies advisor: Art history 255, 285; Comparative Literature 230; English 234, 254, 257, 258, 271; History 150, 210; Political Science 295; Religious Studies 200, 210, 220, 230.

# 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)**

**CHARLES LEWIS (English)**

**TOM McBRIDE (English)**

## **Journalism Minor**

**(5 units)**

- 1) Journalism 125 and 225 (preferably in that order).
- 2) One course with an international or multicultural dimension.
- 3) One course in another medium of communication related to journalistic activity.
- 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).**

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. *Prerequisite: Junior standing or consent of instructor.*

### **JOUR 301. Topics in Journalism (1/2, 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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*The countries of Latin America and the Caribbean represent an intertwining of Indian, African, Asian, and European cultures with a variety of languages such as Spanish, French, Portuguese, English, Maya, Quechua, Aymara, 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, 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

**NANCY KRUSKO** (anthropology)

**SYLVIA LÓPEZ**  
(modern languages and literatures)

**SCOTT LYNKAAS**  
(modern languages and literatures)

**BEATRICE MCKENZIE** (history)

**DANIEL SHEA**, advisor (anthropology)

**LINDA STURTZ** (history)

**PABLO TORAL** (political science)

**OSWALDO VOYSEST**  
(modern languages and literatures)

## **Latin American and Caribbean Studies Minor**

**(6 units)**

- 1) One unit from Spanish 220 or Political Science 272.
- 2) Two units from Anthropology 256/ Art History 211, Anthropology 315, 316, or 342; History 283 or 383; or Political Science 273.
- 3) One unit from French 210, 215; Spanish 210, 215.
- 4) Two units from Biology 206\*; Economics 204\*, 209, 235\*; French 280; History 150\*, 282, 385\*; Interdisciplinary Studies 265; Mathematics 103\*; Political Science 240\*, 246\*, 255\*; and all Spanish courses 240 or above\*.
- 5) No more than 3 courses taken in the same program or department may count towards the minor.

*\*Because the emphasis of courses marked with an asterisk is not Latin America and the Caribbean, they may be counted toward the minor only if the papers written for them and other work 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

- 1) Minors with a Spanish American focus are encouraged to complete at least one semester of study abroad through either Beloit's Quito, Ecuador Program, the Associated Colleges of the Midwest Program in Costa Rica, or another program in Latin America or the Caribbean listed under the program finder on the Beloit College Study Abroad website. Upon consultation with the minor advisor, a total of 2 units earned through these programs may substitute for certain required and elective courses. In order to qualify for these programs, students should begin the study of Spanish and/or French language as early as possible.
- 2) The study of Portuguese is strongly recommended for those wishing to focus on Brazil.
- 3) Minors are encouraged to spend at least one semester living in the Spanish or French House.
- 4) 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.

# Legal Studies

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*The primary goal of the legal studies minor is to foster a critical understanding of the law within its various contexts. To this end, we bring diverse disciplinary perspectives to bear on a range of topics such as historical and philosophical foundations of law, models of fairness, the role of scientific evidence in judicial proceedings, law and morality, crime and punishment, and rights and responsibilities of individuals and social institutions. Students with varied interests, not only those planning to attend law school, will find the legal studies minor challenging and satisfying.*

## Faculty

**JILL BUDNY**, advisor  
(political science)

**RACHEL ELLETT**  
(political science)

**WILLIAM GANSNER**  
(legal studies)

**WILLIAM NEW**  
(education and youth studies)

**MATTHEW TEDESCO**  
(philosophy)

**CHARLES WESTERBERG**  
(sociology)

**LAWRENCE WHITE**  
(psychology)

## **Legal Studies Minor**

**(5 units)**

Normally, no courses used to satisfy a major concentration may count toward the requirements of the legal studies minor.

- 1) Legal Studies 200 (½) during the sophomore or junior year.
- 2) Three units from at least two of the following departments or programs:
  - a) Political Science 221, 225, 227, 251, 262, 285, 380.
  - b) Sociology 270, 291, 315.
  - c) Interdisciplinary Studies 234, 239.
  - d) Philosophy 243.
- 3) One unit from among the following:  
Philosophy 221, 224; Religious Studies 220 (when appropriate), 221; or Sociology 280.
- 4) Completion of an internship in a law-related setting. This capstone experience carries at least ½ unit of credit, is arranged in consultation with the minor advisor, and must be completed in one of the student's last three semesters.

## **Description of Courses**

**LGST 200. Introduction to Legal Studies (½).** This course introduces students to basic concepts of jurisprudence and to issues that are necessary to gain a critical understanding of the law within its various contexts. Topics include the historical and philosophical foundations of law, the structure of the legal system, models of fairness, disputes and their resolutions, crime and punishment, and rights and responsibilities of individuals and social institutions. (3B) *Offered each year. Prerequisite: Sophomore standing.*

# 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

CAITLIN BASS (art history)

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 four) 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\*; Classics 230; English 251\*; History 150\*, 210\*, 264, 310; Latin 225; 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 103, 108, 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 the basis 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, moral, 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)

WILLIAM GREEN, advisor  
(anthropology)

CRAIG HADLEY

NICOLETTE MEISTER

## Museum Studies Minor

(6 units)

1) Museum Studies 245 and either 275 or 285.

- 2) Three units from Anthropology 208 or 216; Anthropology/Museum Studies 247; Anthropology 256/Art History 211; Art History 120 or 125; Mathematics 103; Museum Studies 275 or 285 if not taken under item 1, above; and Museum Studies 360. Other courses may be substituted, as determined by the needs of the student and approved by the 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) A registered internship of at least 90 hours in a museum or another approved institution.

## Description of Courses

### **MUST 245. 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. Prerequisite: sophomore standing or consent of instructor.*

### **MUST 247. Anthropological Research in Museums**

**(1).** Museums are valuable research resources in all subfields of anthropology. In this course students learn how anthropologists conduct research in (and on) museums. Readings, written and oral assignments, field trips, and guest presentations supply a broad overview of museum anthropology. Students conduct individual and group research projects using Logan Museum resources as well as material at other museums. (Also listed as Anthropology 247.) *Offered even years, fall semester. Prerequisite: Anthropology 100, 110, or 120, or Museum Studies 245.*

### **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 245 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 245 or consent of instructor.*

**MUST 295. Topics in Museum Studies (1/4-1).** Special aspects or areas of museum studies. May be repeated for credit if topic is different.  
*Prerequisite: sophomore standing.*

**MUST 360. Practicum in Museum Education (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 360.)  
*Prerequisite: sophomore standing or consent of instructor.*

**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.

# Performing Arts

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*The performing arts minor explores and examines the origins, techniques, and interrelationships of performing arts activities in both specific artistic and broad societal contexts. The ritual of performance will be observed, experienced, and analyzed in regard to entertainment, communication, social, historical, and spiritual/personal values. The minor also provides opportunities for students to structure and formalize activities in the performing arts areas. Individual talents and visions find expression in this program, consisting of an introductory course, a senior seminar and related performance project, appropriate applied, ensemble, or practice courses, and 3 additional units.*

## Faculty

F. RENATO PREMEZZI, advisor (music)

## Performing Arts Minor

(5 ½ units)

- 1) Performing Arts 263.
- 2) Performing Arts 388 (¼) and Performing Arts 389 (¼), taken concurrently.
- 3) One unit of applied, ensemble, or practice courses.
- 4) Three additional units (2 of which must be 200-level or above) to be selected in consultation with a faculty advisor from course offerings in music, theatre, dance and media studies. One of the 3 units could be a course relevant to the performing arts selected from the offerings of other departments or programs.

- 5) Normally courses taken to satisfy major requirements may not count toward the performing arts minor.

**Note:** *All courses in music, theatre, dance and media studies count towards the performing arts minor.*

## Description of Courses

**PERF 263. An Introduction to the Performing Arts (1).** This course will attempt to explore the origins, techniques, interrelationships, and implications of the performing arts in both particular artistic and broad social contexts. Students will experience and analyze the ritual of performance as expression and communication in diverse cultures in order to better understand its entertainment, societal, and spiritual values. Attendance at campus events will be an important part of this course.

**PERF 388. Senior Seminar in Performing Arts (¼).** Students attend a seminar to discuss projects, shared problems and solutions, resources, techniques, and other aspects of production. Weekly meetings focus on performance project experiences by exploring commonalities and collaborative opportunities. *Taken concurrently with Performing Arts 389.*

**PERF 389. Performance Project in Performing Arts (¼).** The student, in consultation with a faculty advisor, formulates and realizes a significant performing arts project. This activity normally relates to existing courses, programs, and organizations and culminates directly in a performance experience. *Taken concurrently with Performing Arts 388.*

# 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 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)

# Chapter 4

## Special Academic Programs

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# Special Academic Programs

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- **Center for Language Studies (CLS) Summer Program**
- **English as a Second Language (ESL)**
- **International Education**
  - International Co-Curricular Activities
  - Beloit Study Abroad Programs
  - Associated Colleges of the Midwest Study Abroad Programs
- **Off-Campus Programs (Domestic)**
- **Physical Education, Recreation, and Athletics**
- **Preprofessional Programs**
  - Environmental Management and Forestry Cooperative Program
  - Special Engineering Programs
  - Pre-Law Preparation
  - Health Professions Programs
- **Residency Programs**
- **Special Academic Programs in the Sciences**
- **Special Experiential Programs**
- **Other Special Programs**

# Center for Language Studies

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*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 eight-week intensive language programs in Arabic, Chinese, Japanese, and Russian. Successful completion of one level of the language program normally constitutes 3 Beloit College units (12 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.*

## Staff

THOMAS KREISER, administrative director

OLGA OGURTSOVA, faculty director

## Description of Courses

### Arabic

**ARAB 100A, 105A. First-Year Arabic I, II (1½ each).** An introduction to Modern Standard Arabic (MSA) with an emphasis on spoken communication. Modern Standard Arabic, the written language in 26 Arab countries, is used as a formal medium of communication between Arabs. It is also the language in which modern and contemporary Arabic literature, newspapers, and textbooks are written. Although each Arab country has its own unique dialect, knowledge of MSA enables students to communicate in any Arab country. In addition to thorough coverage of required textbooks, outside materials such as Internet resources and Arabic films, songs, and newspapers are also used.

**ARAB 110A, 115A. Second-Year Arabic I, II (1½ each).** This course is designed to review and expand a student's knowledge of the Arabic language structure. It will help students work with Modern Standard Arabic in a variety of contexts that foreground various linguistic skills like reading, writing, listening, and speaking, in addition to a rich cultural component.

**ARAB 200A, 205A. Third-Year Arabic I, II (1½ each).** This course is designed to review, advance, and expand students' knowledge of the Arabic language. The primary emphasis is to extend students' comprehension, verbal communication, and writing abilities in Modern Standard Arabic (MSA). It will give students the opportunity to further improve their oral and writing skills. The primary texts will be *Al-Kitaab II* and *Al-Kitaab III*, which will help students work with MSA in a variety of contexts that foreground various linguistic skills (reading, writing, listening, and speaking), in addition to a rich cultural component.

**ARAB 220A, 225A. Fourth-Year Arabic I, II (1½ each).** This course will further strengthen the skills that students began to develop in third-year Arabic. *Al-Kitaab III*, the primary text, will help students work with Modern Standard Arabic in a variety of contexts that foreground various linguistic skills (reading, writing, listening, and speaking), in addition to a rich cultural component. A significant amount of authentic supplementary texts will be used from a variety of genres (literary, journalistic, etc.). Students will learn to use more precise vocabulary, be able to make more complicated arguments, and begin to engage in abstract topics.

## Chinese

**CHIN 100A, 105A. First-Year Chinese I, II (1½ 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.

**CHIN 110A, 115A. Second-Year Chinese I, II (1½ 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.

**CHIN 200A, 205A. Third-Year Chinese I, II (1½ 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.

**CHIN 220A, 225A. Fourth-Year Chinese I, II (1½ 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.

## Japanese

**JAPN 100A, 105A. First-Year Japanese I, II (1½ 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.

**JAPN 110A, 115A. Second-Year Japanese I, II (1½ 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.

**JAPN 200A, 205A. Third-Year Japanese I, II (1½ 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.

**JAPN 220A, 225A. Fourth-Year Japanese I, II (1½ 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.

## Russian

**RUSS 100A, 105A. First-Year Russian I, II (1½ 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.

**RUSS 110A, 115A. Second-Year Russian I, II (1½ 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.

**RUSS 210A, 215A. Third-Year Russian I, II (1½ 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, and writing 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.

**RUSS 310A, 315A. Fourth-Year Russian I, II (1½ 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 just 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 and exchange programs; 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 administering and promoting programs and activities that provide international educational opportunities.*

*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

**JOSIELYN INALDO, assistant director and international student advisor**

**KATHY LANDON, program coordinator**

**JOSHUA MOORE, associate director**

*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 the intercultural aspects of their learning, others present research conducted abroad, or participate in panel discussions focusing on current international events.

**The Weissberg Program in International Human Rights.** Thanks to a generous donation to the college, each year the Weissberg Program brings to campus a distinguished public figure for a week-long residency. Focusing on a particular aspect of international human rights, the chair holder delivers a major public address, participates in a scholarly panel, lectures in classes, meets with students and faculty in a variety of formats, and gives a faculty forum presentation. Chair holders have included Hanan Ashrawi, a Palestinian spokesperson; Ambassador Carlos Alzugaray, a Cuban diplomat; Alain Destexhe, former Secretary General of Médecins sans Frontières; Roy Gutman, a Pulitzer Prize-winning international journalist; Dai Qing, prominent Chinese environmental activist; General Anthony Zinni, Marine Corps (Ret.) former Commander in Chief of the U.S. Central Command, and special envoy for Secretary of State Colin Powell in the

Middle East; Raufa Hassan al-Sharki, activist for the advancement of human rights and dignity in Yemen; Richard Goldstone, international jurist and leading figure in guiding nations from conflict to legal and constitutional governments; Jan Egeland, United Nations conflict mediation advisor; Elisabeth Rhyne, expert in the role of microfinance in economics and social development; Sheila Dinotshe Tlou, former Minister of Health of the Republic of Botswana, Professor of Nursing at the University of Botswana, and a leading expert on HIV/AIDS in southern Africa; and Ali Allawi, an author, scholar, and expert on Iraq, who held ministerial positions in the transitional Iraqi government.

The Weissberg program also involves an annual human rights forum in which alumni speak about their pathways to careers related to human rights, a student grant program providing funding for students to gain hands-on experience with human rights, opportunities for 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 research, engage in internships, and attend conferences, and have disseminated their findings in symposia and other forums upon return to campus.

**International Education Week.** This event is held each November at campuses across the United States. At Beloit College, the week involves students, faculty, and staff from across the campus. Typical activities include a poetry reading, dance festival, exhibits in the college library, Logan Museum of Anthropology, and Wright Museum of Art, and food from around the world served in the dining hall. 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 provides critical learning opportunities for students in all disciplines. Approximately 50 percent of any Beloit graduating class will have studied abroad for a

semester or academic year either on a Beloit or non-Beloit program. Beloit facilitates study abroad by providing advising, recognizing credit earned abroad as Beloit credit, and allowing eligible students to use financial aid toward the tuition costs of study abroad.

Of utmost importance to successful study abroad is sound preparation and planning. Students interested in study abroad should begin their investigation early, both to develop a sound rationale for a particular program and to embed that program within their overall studies at Beloit. Advising about study abroad begins with faculty advisors and continues with staff in the Office of International Education.

To guide students' thinking about study abroad, the Committee on International Education has developed the following learning goals for study abroad:

Beloit College provides opportunities for immersion in other cultural and educational environments through study abroad. Students are expected to 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 course work, research, and other experiences. They are given an opportunity to demonstrate this preparation in the study abroad application and interview.

Beloit students study abroad on a combination of Beloit College programs, programs offered by other institutions and providers, and direct enrollment in universities abroad. The college currently administers over a dozen semester and academic-year study abroad programs, many of which involve an exchange relationship through which students from partner institutions come to Beloit for a semester or year of study. The college's membership in the International Student Exchange Program (ISEP) adds additional opportunities for students to enroll in universities around the world. By providing a variety of study abroad opportunities, the college enables students in every discipline to participate

in programs appropriate to their academic and personal preparation and interests.

To qualify for study abroad, students must be in good academic standing, have relevant preparation for the specific program (course work, language, experience), and demonstrate how the program fits within their overall academic goals. Some programs require a grade point average of 3.0 or higher and may have additional prerequisites.

On occasion, students travel abroad under the direction of a Beloit faculty member. Examples include a comparative studies program that travels to Estonia and Morocco every second fall, an interdisciplinary course in microcredit and health offered every second spring that travels to Nicaragua over spring break, and a January ethnographic field school in Jamaica.

### **Where students study abroad**

Each year, from 140 to 160 students typically study abroad for one or two semesters, traveling to more than 40 countries to do so. The average number of students at any one site averages two to three, with many students as the only Beloiters at their site. Beloit College has reciprocal exchange partners in China, Ecuador, Germany, Hong Kong, Hungary, Japan, Morocco, Russia, and Turkey; works with partner organizations in Estonia, Morocco, and Senegal; and through ISEP (International Student Exchange Programs) and informal arrangements sends students to many additional universities abroad. Other study abroad options include the Associated Colleges of the Midwest (ACM), Danish International Studies (DIS), Council on International Educational Exchange (CIEE), Institute for the International Education of Students (IES), and the School for International Training (SIT). Approximately 15 percent of study abroad takes place in Africa, 19 percent in Asia, 46 percent in Europe, 12 percent in Latin America, 10 percent in the Middle East, and 8 percent in Oceania. The majority of students study another language while abroad, while many also engage in some kind of field work, research, or other form of credit-bearing experiential education. The college's Cities in Transition project provides opportunities for students to engage actively with their host sites at selected study abroad sites.

## 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 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. The Office of International Education offers a .25 unit interdisciplinary course, IDST 201 (Study Abroad Reflection and Integration). In recent years, students in the course have conducted research on study abroad and made digital films about their experiences. A number of departments encourage students to incorporate their study abroad experiences into their senior capstone work. Non-credit bearing opportunities for preparation and integration include the International Symposium, photo displays, and activities in residence halls and departments.

## Language Study

Nearly two-thirds of Beloit College students study a language during their college career. Languages are regularly offered in two departments at Beloit College. Greek and Latin are taught in the classics department. The department of modern languages and literatures teaches elementary, intermediate, and advanced courses in Chinese, French, German, Japanese, Russian, and Spanish. A basic Hungarian language course is offered each spring. A self-instruction language opportunity (SILO) program offers instruction in Arabic each semester. A number of special interest 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 eight weeks. The program combines the teaching of language and culture. Beloit offers programs in Arabic, 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.

## 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 Program, Kaifeng or Jinan

Students live in an international student residence on both campuses and take courses intended to increase fluency in Mandarin. Students are enrolled at one of the universities but will learn about both cities in a site-based learning course called "Chinese Cities in Transition." Taught by a Beloit College faculty member, this interdisciplinary course enables students to strengthen their language skills while gaining a greater understanding of the environments in which they are living. The cities of Kaifeng and Jinan serve as the major texts for the course. On-site portions of the course take place in late August and mid-October, beginning with 10 days of instruction in Kaifeng. *Fall or academic year.*

### Ecuador Program, Quito

Students on this program 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 Quito in Transition, 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**

Environmental science is the focus for Beloit students attending the University of San Francisco's Galápagos Academic Institute for the Arts and Sciences (GAIAS). After an initial orientation in Quito, students travel to the Galápagos for the remainder of the semester. There they choose either the social science track or the environmental science track and take a series of modular courses taught in English by University of San Francisco de Quito faculty members. These three-week, intensive courses, each worth  $\frac{3}{4}$  of a Beloit unit, focus on evolution, ecology, and conservation within the context of the Galápagos Islands. Students live with host families and are encouraged to engage in community service as part of the program. Four semesters of college-level Spanish are required for participation in the program to facilitate integration into the local community. *Fall or spring.*

### **Estonia/Morocco Program, Tartu and Fez**

The focus of the Estonia/Morocco Program is comparative studies. The faculty-led program begins in the university town of Tartu, Estonia, where students take courses in Estonian language and culture, contemporary Estonian society, research methods, and a comparative studies course. At the heart of the program is a comparative research project that begins in Estonia and continues in Fez, Morocco, where students take a course in Arabic language and culture, literature and art, and the second half of the two research and comparative studies courses. Some students add a U.S. comparative perspective to their projects in the semester following the program. Students live with host families in both countries. *Next scheduled for fall 2012 and 2013.*

### **Florence: Arts, Humanities, & Culture**

This program seeks to give students the ability to read a city, by immersion in Florence's extraordinary legacy of Renaissance art and culture. Students learn how to view Italian architecture and works of art *in situ* and how to understand them in the contexts in which they were created. In addition to a required Italian language course, students choose from course offerings in Renaissance art history, Italian culture, and studio art. 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. Staying with Italian host families enriches participants' awareness of modern Italian life as well. Admission for this program is through the Associated Colleges of the Midwest. *Fall.*

### **Germany Program, Erfurt**

This program is based at Erfurt University in the state of Thuringia. Students begin with an intensive month of German language prior to the start of regular classes. They continue with courses in German, literature, history, politics, religion, philosophy, and interdisciplinary studies, some of which may be taught partially or wholly in English. This program is flexibly designed to meet the needs of German language majors or majors in another field who have at least two years of college German (or equivalent). German 218 is highly recommended as preparation and includes a focus on the city of Erfurt. Housing is in on-campus dormitories. *Spring or academic year.*

### **Hong Kong Program, Hong Kong**

Hong Kong is a city in transition and provides students with opportunities to see political and economic history being made. Lingnan University is a liberal arts institution with 2,000 students. Courses are taught in English. Students study courses with an Asian focus in international relations, politics, business, sociology, literature, and Chinese studies. Students studying in Hong Kong 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 Program, Budapest**

Any of Beloit College's subjects can be accommodated on the Hungary Program through a unique curriculum that combines courses in Hungarian language, history and society, culture and art with a research seminar. Students in the seminar carry out a research project under the guidance of a faculty member in their speciality and meet together with the other program students to discuss research methodologies and design their research projects. This program is based at the József Eötvös Collégium of Eötvös University. Students live with Hungarian roommates in the Collégium. In addition to program classes, students may enroll in the Collégium's Anglo-American workshop courses and in university courses taught in English. While no prior Hungarian language study is required, it is encouraged. *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 over 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 Program, Akita**

Located in Akita Prefecture in the north of Japan, Akita International University (AIU) was established in 2004 to offer liberal arts education in Global Studies and Global Business to both Japanese and international students. AIU's English language curriculum allows Japanese and international students to take their classes together, although there also is a very strong program in Japanese studies 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. AIU is a residential campus and has an 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 Program, Hirakata**

In the Asian Studies program at Kansai Gaidai University, students take classes with other international students and some Japanese students preparing to study abroad in English-speaking countries. Most Beloit students take intensive Japanese along with courses taught in English, in art history, studio art, economics and business, history, law, literature, religion, Japanese culture, and women's studies. Students normally live with a Japanese family. The university provides opportunities to interact with Japanese students in co-curricular activities. A 3.0 GPA and two years of Japanese are required. *Fall, spring, or academic year.*

### **London and Florence: Arts in Context**

This program offers students an opportunity to live and study in two of the world's most important and exciting cultural capitals. It focuses on the arts that have made these two cities central to the heritage of the West: the visual arts, on the one hand, in architecture, painting, sculpture; and the literary arts, on the other, in theatre and literature. Students live and study in two urban environments. Each city becomes for students a living laboratory, a text to be read and understood. An optional intensive course in Italian language is offered every January in Florence ( $\frac{3}{4}$  unit). Admission for this program is through the Associated Colleges of the Midwest. *Spring.*

### **Morocco Program, Ifrane**

Al Akhawayn University offers liberal arts courses taught in English. Moroccan and American students find a familiar yet foreign setting in the exchange. Students can take a wide range of courses in sciences and math, humanities, business, and social sciences. Several women's studies courses and courses in Islam are offered. Students highly recommend courses in Arabic. Previous study of Arabic or French is required. Students live with Moroccan students in residence halls. *Fall or spring.*

### **Russia Program, Moscow**

Russian State University for the Humanities is the location of the Russia Program. This urban university of 4,000 students is located on the northern side of Moscow, two blocks off Tverskaya Street and about a half-hour walk from Red Square. Students take intensive Russian language courses, some of which focus on history, literature, art, and politics. Advanced students of Russian may take regular university courses. In addition to their Russian language courses, Beloit College students enroll in a course on Moscow in Transition, in which the city of Moscow serves as the primary text. Students in this course undertake projects to deepen their engagement with the city. Moscow cultural life is a rich mix of world-class museums, theatres, and dance companies, and students are encouraged to take advantage of these, as well as to engage with the city in other ways. 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 Program, 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 three years of college French prior to study in Dakar. Housing is with Senegalese families in Dakar. *Spring.*

### **Turkey Program, 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, exciting campus life, sports activities, and diverse and evolving culture. Students will find course offerings in most fields. Courses at the university are taught in English. Turkish for foreigners is also offered. Students live on campus in

residence halls with Turkish students. *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 in Australia, England, Ireland, New Zealand, Scotland, South Africa, Wales, and other countries.

Beloit graduates often spend a year or more teaching abroad following graduation and may take a TEFL course to prepare for this. 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 archaeological summer field schools in the Midwest and Chile. An ethnographic field school takes place in January.

### **Internships**

Many short and long-term internships and work abroad opportunities can be found by consulting with staff at 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:

### **Botswana: University Immersion in Southern Africa**

This program is expressly designed for students with interests in politics, political economy, economic and social development, public health, and environmental studies. Housed 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 an independent research project (for credit). Classes include Setswana language, a course taught by the ACM faculty director, and an elective course at the University of Botswana. Students are housed in a residence hall at the University of Botswana. The academic program is also enriched by field trips. *Spring.*

### **Brazil: Semester Exchange Programs Option #1 – Liberal Arts & Sciences exchange program (UFJF)**

Students study at the Universidade Federal de Juiz de Fora (UFJF), one of Brazil's best-regarded universities, taking classes in arts, humanities, sciences, and/or social sciences, as well as intensive Portuguese language. Open to students in all majors, this option is ideal for students interested in Latin America.

### **Option #2 – Environmental Studies exchange program (UFJF or UnB)**

This option is open to students of any major who have a demonstrated interest in environmental studies. Students chosen for this program become "ACM-Brazil FIPSE Environmental Fellows," and as such are considered for up to \$5,000 in scholarship assistance. Fellows take classwork in environmental studies, as well as intensive Portuguese language. Fellows can study at either the Universidade Federal de Juiz de Fora (UFJF) or the Universidade de Brasília (UnB). *The Environmental Studies exchange program is supported by the U.S. Department of Education Fund for the Improvement of Post-Secondary Education (FIPSE).*

- **Universidade Federal de Juiz de Fora (UFJF)**—The environmental program at UFJF is focused on an interdisciplinary approach to the biological connections driven by chemical and physical forces, examining how humans can survive alongside nature by means of ethics and respect.

Classroom studies are supported by field activities in a region characterized by a mountainous landscape with a complexity of ecosystems and high biodiversity.

- **Universidade de Brasília (UnB)**—The environmental program at UnB is focused mainly on studies of the ecological richness and disturbances of the Brazilian Cerrado, the savannah biome that exhibits the greatest biological diversity among all the world's savannahs, yet has been affected in recent decades by agricultural procedures impacting water resources and biodiversity patterns.

Both Brazil exchange program options include a two-week intensive Portuguese language and orientation class. The prerequisite for both programs is intermediate/advanced level Spanish, French, or Italian. Ideally, applicants will also have studied Portuguese prior to entering the program. *Fall or Spring.*

### **Costa Rica: Field Research in the Environment, Social Sciences, & 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, & Culture** See "Beloit Study Abroad Programs."

### **India: Culture, Traditions, & Globalization**

The India program, located in Pune, is designed to provide students with an overview of many aspects of Indian culture and society today. The program begins in mid-August, with a three-week orientation, in which students begin an “Introduction to India” core course, study Marathi language intensively, and draw up a plan of research for their independent study projects. The regular term begins in early September, where students continue the core course and Marathi language, choose an elective course, and begin to carry out their independent study projects. In Pune, students live with Indian host families. Pune itself reflects the contrasts of India as a whole. A city of 3.5 million, it is an important center for the automobile and software industries of India, and is also known as “the Oxford of India.” *Fall.*

### **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. *Fall, spring, or academic year.*

### **London and Florence: Arts in Context** See “Beloit Study Abroad Programs.”

### **Tanzania: Ecology & Human Origins**

The focus of this program is paleontology, cultural anthropology, and savannah ecology. Classroom instruction at the University of Dar es Salaam is combined with extensive field courses and field work in northern Tanzania. 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 five

weeks, participants live in university residence halls. During the six-week field practicum, students spend two weeks visiting important field sites in northern Tanzania’s Rift Valley, along with four weeks at a permanent tent camp. For the last four weeks of the program, students live with host families in Dar es Salaam, while they complete their studies. *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 connected to their more theoretical studies. Students enrolling in domestic programs do so 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 assumptions and values, develop the ability to articulate what they have learned, and learn about and from the environments in which they live and 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.*

## Associated Colleges of the Midwest Domestic Programs

### Chicago Program: Arts, Entrepreneurship, & 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, common core course about the city of Chicago, and a variety of 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 in the Humanities

Students in the Newberry Seminar do advanced independent research in one of the world's great research libraries. They join ACM and GLCA faculty members in close reading and discussion centered on a common theme and write a major paper on a topic of their choice, using the Newberry Library's rich collections of primary documents. 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, professional education (law school), or other careers. Enrollment: exceptionally qualified juniors and seniors. *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. *Fall.*

### Urban Education: Student Teaching in Chicago

Students engage in an urban student teaching experience with support and guidance—both inside and outside the classroom—to foster their learning and growth as teachers. In the weekly seminar, held at the ACM Chicago programs office in downtown Chicago, they connect educational theory to their experiences teaching in the classroom. The program emphasizes collaborative learning, as students conduct an ongoing and informal discussion with a network of peers who share similar situations in their teaching placements. Program participants also have extensive opportunities to enjoy the city's tapestry of cultures and people. Throughout the semester, student teachers participate in all activities at their placement schools, including faculty and parent meetings, in-service workshops, and school-related community meetings. They fulfill all requirements for the final practicum stage of their teacher certification program, along with the creation of a professional portfolio. *Fall or spring.*

### 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.*

In addition, from time to time, students identify and are permitted to study on other domestic off-campus programs.

# 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

LIZ BARTLEY

BRIAN BLIESE

CHRIS BRANN

PEGGY CARL, director

DAVID DeGEORGE

DAVE ECKBURG

BOB HODGE

DAWN KELLY

ETHAN POLE

JENNIFER RANDALL

TIMOTHY SCHMIECHEN

KEVIN SCHOBER

JENNIFER SCHUETZ

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 (beginning in 2012-13)**

**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 211. Golf**

**PE/M 214. Lacrosse (beginning in 2012-13)**

**PE/M 219. Track and Field**

**PE/M 222. Soccer**

**PE/M 226. Swimming and Diving**

**PE/M 230. Tennis**

## **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, floor hockey, racquetball, indoor and outdoor soccer (co-ed), tennis, 3-on-3 and 6-on-6 volleyball, and water polo. 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 19 varsity sports for men and women. Two full-time N.A.T.A.-certified athletic trainers take care of all injuries sustained by varsity athletes and have the assistance of team physicians. The trainers work with athletes in prevention, emergency

care, treatment, and rehabilitation of athletic injuries.

The athletic trainers are assisted by students who have completed basic skills in athletic training during their first year.

A student trainer is assigned to each sport to provide individual care. This is also an excellent opportunity to get “hands on” experience for those interested in medical 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.*

# Preprofessional Programs

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*Beloit offers majors in two pre-professional programs—environmental management and forestry, and 3-2 engineering.*

## 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. *For more information, contact Yaffa Grossman, faculty advisor for the program at Beloit College.*

## Special Engineering Programs

### 3-2 Engineering Programs

The dual-degree cooperative engineering 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 level of a bachelor's degree 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 may attend any engineering college accredited by the Accreditation Board for Engineering and Technology (ABET). However, Beloit College is formally affiliated with five universities (Columbia University, University of Illinois at Urbana-Champaign, University of Michigan, Rensselaer Polytechnic Institute, and Washington University-St. Louis). A student who fulfills all prerequisites with the required GPA (at least 3.0, depending on 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.

*A student interested in the dual-degree engineering program should consult an engineering program advisor (Paul Campbell or Paul Stanley) early to ensure a suitable plan of study that fulfills the prerequisites for the chosen engineering school and specialty.*

### 3-2 Program Requirements for the Beloit Degree

- 1) Twenty-three units of Beloit credit, at least 16 of which are in residence.
- 2) A dual-degree student does not need to complete a regular major. The student receives a bachelor's degree with an "Engineering Program" major from Beloit College upon successful completion of the dual-degree program. A student may complete a Beloit College major or minor with transfer credits from the engineering college, with prior approval of the certifying Beloit College department or program.
- 3) Completion of all remaining Beloit College degree requirements (see degree requirements, chapter 1). Note: The final Beloit GPA will include all undergraduate courses taken at the engineering college.

- 4) Completion of the pre-engineering core curriculum at Beloit with at least a “C” average:
  - a) Two units of chemistry, including Chemistry 220.
  - b) Two units of computer science. Note: Students with experience in computer science may be eligible for placement and/or credit for some computer science courses.
  - c) Mathematics 110, 115, and 201. Additionally, Mathematics 190 is recommended, since it is required by some engineering schools.
  - d) Physics 101, 102, and 206.
  - e) Additional mathematics or science courses chosen in consultation with an engineering program advisor. Choices depend on the engineering college and specialty. Typical courses include (but are not limited to): Chemistry 230 and 235 for chemical engineers; Geology 100 or 110 and Physics 330 for civil engineers; Physics 210 and 220 for electrical engineers; Physics 330 for mechanical engineers.
- 5) Attainment of an engineering degree from an ABET-accredited university, with at least a “C” average at the engineering college.

### 3-2 Program Requirements for the Engineering Degree

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.

Information about requirements for the affiliated universities is available from the engineering program advisors.

### 4-2 Engineering Program Requirements

In the 4-2 program, a student obtains a Beloit College degree, usually with a major in the physical sciences or mathematics, before starting the engineering phase. Students then follow a two-year program of study at an ABET-

accredited engineering college, leading to either a B.S. or an M.S. degree in engineering.

*Note: A 4-2 student who graduates from Beloit before attending an engineering college is no longer an undergraduate, and undergraduate need-based financial aid will usually not be available. Graduate study is normally funded with assistantships or fellowships. Applying for financial assistance is generally a separate process concurrent with application for admission.*

### Pre-Law Preparation

Beloit provides special advising to students interested in law school to assist in developing an appropriate course of study and to maximize their chances for successful entrance into law school.

The college deliberately does not have a single “pre-law” major in order to allow flexibility in meeting individual needs. The college’s pre-law advisors help students design the best academic program for their interests and acquire the skills needed for successfully taking the Law School Admissions Test (LSAT) and applying to law school.

*For more information, contact professors Matthew Tedesco, Charles Westerberg, or Lawrence White.*

### Health Professions Programs

#### Medicine, Nursing, Dentistry and Others

A student preparing for a career in the health professions must simultaneously fulfill the general requirements for graduation from Beloit College and for a field of concentration (a “major”). Most pre-medical and pre-dental students major in biology, biochemistry, or chemistry, although it is possible, with careful planning, to complete the pre-medical requirements and major in a discipline outside the sciences. Students who prepare for a nursing degree after completing a liberal arts degree choose majors in the sciences, social sciences, or an interdisciplinary major.

The Beloit College Health Professions Advisory Committee is responsible for the advising of

students considering graduate training leading to the degrees of B.S.N., D.O., D.P.H., D.S.W., D.V.M., M.A., M.D., M.S.N., M.P.H., M.S.W., P.A., Ph.D., Pharm.D., and P.T. The requirements for various professional schools differ, and a student may wish to consult the online catalogs of programs from his/her home state or programs that fit the students' particular area of interest.

The Health Professions Advisory Committee advisors will work with interested students and their advisors to develop schedules that include these courses, study abroad, and the required standardized testing. 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; Physics 101 and 102; Mathematics 110 (115 recommended). Many medical schools require the study of biochemistry (Biology/Chemistry 260 and/or Biology/Chemistry 300) and a semester of statistics.
- 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 and 141, Biology 357. Chemistry 117 and 230. A course in statistics is required; students can use courses from biology, mathematics, psychology or sociology. Some programs also require a course in nutrition.
- 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. Students are encouraged to shadow health professionals and to volunteer with community health agencies.

The Health Professions Advisory Committee encourages students to plan study abroad experiences during their time at Beloit College, either during the school year or during the summer.

# Residencies

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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 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.

The **Selzer Visiting Philosopher Series** brings distinguished and influential philosophers to campus for two days of talks, discussion, and classrooms visits. The program was established in 2010 in honor of alumnus John Selzer'77.

The **Weissberg Chair in International Studies** brings a distinguished public figure to Beloit annually for a residency ranging from seven to 10 days. Focusing on a particular aspect of international affairs, the Weissberg Distinguished Professor of International Studies delivers a major public address, participates in a scholarly panel, lectures in classes, and interacts with students and faculty in a variety of formal and informal settings. The program is made possible through the generous support of donor Marvin Weissberg (Hon.'05), the parent of a Beloit College graduate.

# Special Academic Programs in the Sciences

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## **Biology**

The BioQUEST Curriculum Consortium is a national learning laboratory based at Beloit College that develops, promotes, and disseminates curriculum innovations in biology. The program is founded on a teaching and learning philosophy that embraces the 3Ps of investigative biology: problem posing, problem solving, and persuasion. The acronym stands for Quality Undergraduate Educational Simulations and Tools in biology. See <http://bioquest.org/>

## **Chemistry**

For many years, the Beloit College chemistry department was headquarters to the ChemLinks Coalition, a consortium of leading liberal arts colleges and research universities that developed educational materials to change the way students learn chemistry. ChemLinks' modular course materials continue to be in circulation. Beloit's latest innovations in chemistry pedagogy are evident in its national prominence in **nanotechnology education**. Workshops led by Beloit faculty on incorporating nanoscience into the chemistry curriculum receive funding from the National Science Foundation and draw faculty from across the country. See <http://chemlinks.beloit.edu/>

## **Computational Visualization**

The Beloit Center for the Sciences is home to a modern computer visualization lab, where nine high-powered workstations can run under Linux, Windows, or Mac OSX. Interdisciplinary applications of the lab include art, molecular modeling, economics, sciences, GIS, and parallel programming. Additional resources include a GEOWALL 3-D projection system.

## **Geology**

The Keck Geology Consortium is a group of 18 outstanding liberal arts colleges committed to undergraduate education in geology through intercollegiate programs that engage students and faculty in cooperative research. Beloit College Professor Emeritus Hank Woodard is among its founders. See <http://geology.beloit.edu/department/keck/index.html>

## **Physics and Astronomy**

The physics and astronomy department is home to a 500,000 volt Van de Graff proton and alpha particle accelerator. The equipment is student and faculty constructed and maintained; students who have worked on the vacuum system or accelerator electronics have gone on to get internships on major accelerators at Fermilab, Argonne National Laboratory, and Brookhaven. The department is also home to the Beloit Astronomy Research Group, which holds three community open house observing nights each semester as well as studying the rings of Saturn. Members of BARG worked with the Cassini Visual and Infrared Mapping Spectrometer team to design an observation by NASA's Cassini Spacecraft as it passed through Saturn's ring-plane on May 12, 2011. Physics and astronomy faculty have a long tradition of involvement in national organizations for physics education and research; this has included leadership roles for the Hubble Space Telescope and the AP Physics exam. One faculty member is currently the director of the United States Physics Team for competitions at the International Physics Olympiad.

# Special Experiential Programs

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## **Center for Entrepreneurship in Liberal Education at Beloit**

The Center for Entrepreneurship in Liberal Education at Beloit (CELEB) offers students of all majors the opportunity to study entrepreneurship in the context of a liberal arts and sciences curriculum and to put what they learn into action as they embark on venture plans of their own design. CELEB is located in the midst of the city of Beloit's downtown. It contains the Ventures Lab, funded by the Coleman Foundation, which features offices, meeting spaces, and equipment for a half dozen student startups each semester. The Myers Institute for the Art of Business and the Business of Art, funded by alumnus David Myers'49, puts special emphasis on entrepreneurship applied to the fine arts and communication. To that end, it contains Gallery ABBA, a student-run art gallery; a recording studio and computerized suites for film, video and sound editing; musical composition; computer-generated art; and a public access television station.

## **Duffy Community Partnerships Program**

"Hands-on, heads-engaged!" is the motto of the Beloit College Duffy Community Partnerships. The program, named for donor James E.

Duffy'49, former president of the American Broadcasting Company, allows students to earn sociology credit for community-based, experiential education, coupled with academic reflection. The program is called a "partnership" because students, faculty, and community leaders work together toward the goals of education, research, and community improvement. Students are placed in one of a variety of institutions in the Stateline area, including schools, businesses, agriculture, government, and non-profits. They come together in a weekly seminar for analysis and discussion. Formerly known as "Beloit Is America," the Duffy program was launched in 1999.

## **Sanger Scholars Program**

The Sanger Scholars Program matches faculty with select Beloit College students who work together during the summer on projects that encompass a broad range of academic subjects. The program allows students to do research, often one-on-one, under the leadership of a faculty member. The Sanger Scholars Program is named for the donor, James Sanger, chair of the Beloit College board of trustees.

More information about Beloit's experiential programs is available at [www.beloit.edu/academics](http://www.beloit.edu/academics).

# 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. Since 1914, the department of anthropology has included Beloit students in its research programs to give them experience and field training. Recent archaeological field schools have been conducted in eastern New Mexico, Northern Wisconsin, the Apostle Islands of Lake Superior, Illinois, and Costa Rica. Beloit students have worked with department faculty on excavations in the Atacama Desert of Chile. They have excavated at the Gottschall Rock Shelter in Wisconsin to study prehistoric art and cave paintings.

## **Coe College Wilderness Field Station**

The Coe College Wilderness Field Station offers a unique summer program of biological field study in the Superior National Forest in Northern Minnesota. All five-week courses integrate lectures and laboratory investigation with frequent canoe outings. Recent course offerings have included animal behavior, aquatic ecology, ornithology, law and wilderness, nature writing, and behavior and ecology of mammals. Summer only. For more information, contact Yaffa Grossman, faculty advisor for the program at Beloit College.

## **The Miller Upton Programs**

Named for Beloit's sixth president, the Miller Upton Programs 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 and management 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. In addition to the forum, 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.

## **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.

## **Weissberg Program in International Human Rights**

Building on the strengths of the annual Weissberg residency in international studies at Beloit, benefactor and Beloit parent Marvin Weissberg (Hon.'05) established the Weissberg Program in International Human Rights in 2008. At its center is a scholarship program for international students, who are committed to human rights and global understanding, and who plan to return to their home countries to advance the cause of human rights. The multifaceted human rights program also features a workshop focused on possible careers, research grants for students interested in working toward promoting human rights, and an annual lecture on campus by a distinguished speaker.

# Chapter 5

## Admission/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.

Applicants are required to submit results of the Scholastic Aptitude Test (SAT I) or the American College Test (ACT). College Entrance Examination Board (CEEB) and SAT II subject tests are optional. Beloit College does not consider the SAT or ACT Writing Exam for purposes of admission. International students whose first language is not English must submit the results of the TOEFL or IELTS exam. The language achievement tests are used for placement.

The 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 a teacher recommendation. Additional recommendations are optional, although the Admissions Office may request one in certain instances. Interviews are highly encouraged but not required. The application fee of \$35 must accompany the application and is payable online.

Students may apply under one of the following plans. All admitted applicants to Beloit, regardless of the admission plan, have until May 1, the national candidates' reply date, to submit their enrollment deposit.

• **Early Action:** Students who have decided on Beloit as a strong choice, and who want to know as early as possible regarding admission, may apply under either Early Action Plan (deadlines Nov. 1 or Dec. 1). Early Action is highly recommended for any candidate who wants to be considered for merit-based scholarships. Early Action candidates will receive a decision within six weeks after the deadline. 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 mid-February. The national candidates' reply date for students' responses is May 1.

• **Deferred Admission:** This is designed for students who take a year off from formal study between secondary school and college, yet want to be guaranteed a place at Beloit College. Participants must pay a \$1,000 deposit (\$250 of which secures a place in the class and is refunded upon graduation, as is required of all entering students; the remaining \$750 will be applied to the student's first bill from the college). Detailed information is available from the Admissions Office.

• **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.

### 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 CEEB'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 if the applicant has maintained a B average. 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.

### Application Procedures

The online application for first-year and transfer students can be found at [www.beloit.edu/apply](http://www.beloit.edu/apply).

Beloit College uses the Common Application exclusively. In addition, a Beloit College supplement is required, available on the Common Application website and on Beloit's website as a downloadable document.

## Tuition and Fees

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| 2011-2012                    | Per Year |
|------------------------------|----------|
| Tuition .....                | \$36,444 |
| Full board .....             | \$3,824  |
| Room (double) .....          | \$3,678  |
| Student activities fee ..... | \$230    |
| Total .....                  | \$44,176 |

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 2011.

**Room:** \$2,086 single, \$1,839 double, \$1,729 triple. Students have a six-term housing requirement.

**Board:** 20-meal, \$1,912 (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.

## Special Fees

**Applied Music Lessons:** \$350 per course. The music fee will be prorated for any courses dropped during the first five weeks of the term. After that, there is no refund for a dropped music course.

**Late Registration:** \$25.

**Late Course Deletion:** \$25.

**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.

**Reopening Record** (non-enrolled student): \$50.

**Credit by Examination:** \$100 (for the posting of a successfully completed credit by examination).

**Auditing** (non-degree seeker): \$668.50 per course. (Laboratory and studio courses and private music lessons may not be audited.)

**Reduced Schedule:** \$4,555 per unit.

**Continuing Education Program:** \$1,337 per unit. See “special programs” below.

### Summer Tuition:

- \$1,660 per unit
- Special Projects-\$275\*
- Field Term-\$275\*

*\*Note: The special tuition rate is 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.*

**Senior Citizen/Alumni Rate:** \$100 per course (for students older than 65 or alumni enrolling in courses on a non-credit, space-available basis).

**Continuing Enrollment:** \$500 deposit upon entrance. This is a non-refundable fee: \$250 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 \$500

deposit will be required for re-enrollment. Upon graduation, refunds are reduced by any unpaid obligations to the college.

**Study Abroad:** All study abroad students pay the current Beloit College semester tuition charge; this tuition payment covers up to \$13,986 in educational expenses, but not transportation and room and board. If the study abroad program tuition exceeds \$13,986 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.

## Payment

The college will bill students approximately one month 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 \$150 late payment fee.

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.

Account balances 90 days or more past due will be assessed a monthly late payment fee based on an annual rate of 12 percent of the past-due balance. Those students with an accounting hold by the end of the second week of classes will be converted to vacation-term status. They will be expected to leave campus immediately and their class registration and housing will be voided.

## 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 in the following percentages for a regular academic term:

- 1st day of classes—100% refund
- 2nd-11th days of classes—90%
- 12th-22nd days of classes—80%
- 23rd-34th days of classes—70%
- 35th-45th days of classes—60%
- 46th-57th days of classes—50%
- 58th-69th days of classes—40%

For sessions other than regular academic terms, refunds will be prorated to the percentage of the session still remaining on the day of withdrawal, rounded down to the nearest 10 percent.

Examples of the application of the refund policy are available in the Accounting Office. *Please contact the Accounting Office concerning the refund schedule for ACM programs.*

**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 \$1,337 per full unit. A charge of \$668.50 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 \$1,337 rate toward degree requirements. To apply other completed CEP units toward a degree, the student must pay the difference between the amount paid for that coursework under CEP and the pro-rated tuition charges that would otherwise apply.

**Porter Scholars Program:** A cooperative program with the high schools in the Beloit area permits a limited number of outstanding high school seniors to take 1 tuition-free course each term for college credit. 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—scholastic ability and financial need—that may qualify students for awards. 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 close the gap between the family's resources and college costs. The assessment of the family's financial situation establishes a basic framework within which the financial aid officer makes a decision.

Students and parents who have questions concerning financial aid are encouraged to visit or write 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). First-year students may email [fnaid@beloit.edu](mailto:fnaid@beloit.edu); continuing students should email [faoffice@beloit.edu](mailto:faoffice@beloit.edu).

## Application Procedures

Beloit College requires the custodial parents of each aid applicant to submit the Free Application for Federal Student Aid (FAFSA) and a Beloit College financial aid application. Prospective students are advised to file these forms as soon after January 1 as possible, and no later than March 1. Inquiries from prospective students concerning application procedures should be addressed to the coordinator of first-year financial aid. Beloit's application procedure is based on current college policy and federal regulations. Subsequent changes in federal regulations may change 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. Currently enrolled students, both new and renewal aid, must file the FAFSA and Beloit College financial aid application by March 31 to be considered for the next academic year. Renewal is contingent upon continued financial need and satisfactory academic performance.

## 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 by 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.

## Need-Based Aid

Financial aid related to a student's needs includes scholarships, grants, long-term loans, and employment opportunities available to students. All scholarships, grants, and loans usually are applied against Beloit College charges and are credited to the student's account. Campus employment earnings are paid to the student and may be used for incidental expenses. Gift 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 children from one family are attending Beloit as regular full-time students, each will be entitled to a \$1,250 per semester tuition grant. This tuition grant does not apply to summer courses. Students who receive financial aid will have this grant included in their aid package.

**Loans:** The college also is prepared to help secure loans for any student in good standing who demonstrates financial need. These loan funds may come from the federal Direct Loan program, or the federal Perkins Loan Program. The loan provisions are favorable to the borrower and superior to loans obtained through other commercial channels.

**Part-Time Employment:** Many part-time employment opportunities exist for students on campus. Priority for work opportunities is given to those students qualifying for 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. The Financial Aid Office staff will assist students seeking employment on and off campus.

### **Merit-Based Scholarships**

The college's most competitive awards for academic excellence and personal accomplishment (listed below) are awarded to entering first-year students and are renewable up to four years total, provided students maintain academic eligibility. Candidates should check with the Admissions Office for specific deadlines, competition criteria, and information on maximum combined value for merit-based scholarships.

**Presidential Scholarships:** Scholastic excellence, superior classroom achievement, and significant involvement in co-curricular activities are the basis for awarding the Presidential Scholarships. The value of these awards ranges from 40 to 50 percent of full tuition and is renewable for up to eight semesters. Typically, applicants have a minimum 3.5 unweighted GPA (on a 4.0 scale), or rank in the top 10 percent of their graduating class, and have a 27 ACT composite score or SAT of 1220 (critical reading and mathematics). Students are identified during the application process and recommended to the president for the award. Students who wish to be considered for a Presidential Scholarship are strongly urged to apply under the non-binding Early Action deadline of either November 1 or December 1.

**Eaton Scholarships:** These scholarships range in value from \$5,000 to \$10,000 annually and recognize students who have demonstrated academic success with a minimum unweighted GPA of 3.25 on a 4.0 scale, or who rank in the top 25 percent of the class, and have shown significant leadership qualities, as well as involvement in co-curricular activities.

**Charles Winter Wood Scholarships:** These scholarships, valued up to full tuition, recognize students who have been traditionally under-represented in American higher education (low income, first-generation, and/or domestic minority students) who have achieved academic success and demonstrate leadership potential. Scholarship selection is made during the application review process. Students selected for this scholarship and who ultimately enroll at Beloit are recognized for their achievements early in their first semester on campus and provided support and encouragement to be active participants in the co-curricular life of the college.

**Founders' Scholarships:** These scholarships recognize students who have been selected National Merit Finalists. To be eligible for these \$5,000 awards (\$20,000 over four years), students must advise the National Merit Corporation, no later than March 1, that Beloit College is their first-choice school.

**T.C. Chamberlin Scholarships:** For students whose parents are employees of the University of Wisconsin System, these \$5,000 scholarships (\$20,000 over four years) require a strong college preparation and academic performance. Leadership qualities are also considered.

**Marjorie Brown Leff Scholarships:** These \$5,000 awards (\$20,000 over four years) recognize students, regardless of major, who exhibit high ability in vocal, instrumental, or keyboard performance. Winners are chosen based on a recorded video or audio audition submitted no later than January 15.

**Sau-Wing Lam Scholarships:** High ability in playing bowed string instruments is the criterion for these \$5,000 awards (\$20,000 over four years) to entering students, regardless of major. Winners are chosen based on a recorded video or audio audition submitted no later than January 15.

**Rotary Overseas/American Field Service/Youth for Understanding Scholarship:** Open to R.O., A.F.S., and Y.F.U. students returning from abroad, these \$5,000 awards (\$20,000 over four years) are based on academic performance and an essay of 500 words or more discussing their international experience.

## Other Sources

**Wisconsin Tuition Grants:** Wisconsin students attending any of the independent colleges and universities within the state may participate in the Wisconsin Tuition Grant Program—with no repayment requirement. The amount of the grant under this program is based on the need of the student and is dependent upon state funding. Information about the program is available from high school counselors or the Beloit College Financial Aid Office.

**Other State Scholarships:** A few states have programs providing assistance to residents who want to attend college out of state. High school guidance offices 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:** The G.I. Bill is available to veterans of the armed services who have been honorably discharged and who have met service requirements as determined by the Veterans Administration. Beloit College participates in the Yellow Ribbon GI Education Enhancement Program.

# Academic Calendar for 2011-2012

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## Fall Term 2011

|                 |                   |                                        |
|-----------------|-------------------|----------------------------------------|
| Aug. 22         | Monday, 9 a.m.    | New students arrive                    |
|                 |                   | New Student Days orientation begins    |
| Aug. 27-28      | Sat. & Sun.       | Residence Halls open for all students  |
| Aug. 28         |                   | New Student Days orientation ends      |
| Aug. 29         | Monday            | Registration check-in/add-drop day     |
|                 | Monday, 4 p.m.    | Convocation                            |
| Aug. 30         | Tuesday           | Classes begin                          |
| Sept. 16        | Friday            | Constitution Day                       |
| Sept. 16-18     |                   | Family & Friends Weekend               |
| Sept. 30-Oct. 2 |                   | Homecoming/Reunion Weekend             |
| Oct. 15-23      | Sat.-Sun.         | Midterm break                          |
| Oct. 25         | Tuesday           | First module ends                      |
| Oct. 26         | Wednesday         | Second module begins                   |
| Nov. 2          | Wednesday         | Advising Practicum Day                 |
| Nov. 14-18      |                   | International Education Week           |
| Nov. 16         | Wednesday         | International Symposium Day            |
| Nov. 24-27      | Thurs.-Sun.       | Thanksgiving break                     |
| Dec. 13         | Tuesday           | Thursday classes meet                  |
| Dec. 14         | Wednesday         | Classes end                            |
| Dec. 15         | Thursday          | Study day                              |
| Dec. 16-17      | Fri. & Sat.       | Exam days                              |
| Dec. 18         | Sunday            | Study day                              |
| Dec. 19-20      | Mon. & Tues.      | Exam days                              |
| Dec. 21         | Wednesday, 5 p.m. | Residence halls close for all students |
| Dec. 22         | Thursday, 4 p.m.  | Final grades due                       |

## Spring Term 2012

|           |                   |                                           |
|-----------|-------------------|-------------------------------------------|
| Jan. 15   | Sunday, noon      | Residence Halls open for all students     |
| Jan. 16   | Monday            | Registration check-in/add-drop day        |
| Jan. 17   | Tuesday           | Classes begin                             |
| Mar. 3-11 | Sat.-Sun.         | Midterm break                             |
| Mar. 13   | Tuesday           | First module ends                         |
| Mar. 14   | Wednesday         | Second module begins                      |
| Mar. 21   | Wednesday         | Advising Practicum Day                    |
| Apr. 12   | Thursday          | Student Symposium                         |
| Apr. 18   | Wednesday         | Spring Day                                |
| May 1     | Tuesday           | Thursday classes meet                     |
| May 2     | Wednesday         | Classes end                               |
| May 3     | Thursday          | Study day                                 |
| May 4 & 5 | Fri. & Sat.       | Exam days                                 |
| May 6     | Sunday            | Study day                                 |
| May 7 & 8 | Mon. & Tues.      | Exam days                                 |
| May 9     | Wednesday, noon   | Senior final grades due                   |
|           | Wednesday, 5 p.m. | Residence Halls close for all non-seniors |
| May 10    | Thursday          | Senior activities                         |
|           | Thursday, 4 p.m.  | Non-senior final grades due               |
| May 11    | Friday            | Senior activities                         |
| May 12    | Saturday          | Senior activities                         |
|           | Saturday, 5 p.m.  | Baccalaureate                             |
| May 13    | 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 2012-2013

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## Fall Term 2012

|              |                   |                                        |
|--------------|-------------------|----------------------------------------|
| Aug. 20      | Monday, 9 a.m.    | New students arrive                    |
|              |                   | New Student Days orientation begins    |
| Aug. 25-26   | Sat. & Sun.       | Residence Halls open for all students  |
| Aug. 26      |                   | New Student Days orientation ends      |
| Aug. 27      | Monday            | Registration check-in/add-drop day     |
|              | Monday, 4 p.m.    | Convocation                            |
| Aug. 28      | Tuesday           | Classes begin                          |
| Sept. 17     | Monday            | Constitution Day                       |
| TBD          |                   | Homecoming/Reunion Weekend             |
| Oct. 13-21   | Sat.-Sun.         | Midterm break                          |
| Oct. 23      | Tuesday           | First module ends                      |
| Oct. 24      | Wednesday         | Second module begins                   |
| Oct. 31      | Wednesday         | Advising Practicum Day                 |
| Nov. 12-16   |                   | International Education Week           |
| Nov. 14      | Wednesday         | International Symposium Day            |
| Nov. 22-25   | Thurs.-Sun.       | Thanksgiving break                     |
| Dec. 11      | Tuesday           | Thursday classes meet                  |
| 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 2013

|           |                   |                                           |
|-----------|-------------------|-------------------------------------------|
| Jan. 13   | Sunday, noon      | Residence Halls open for all students     |
| Jan. 14   | Monday            | Registration check-in/add-drop day        |
| Jan. 15   | Tuesday           | Classes begin                             |
| Mar. 2-10 | Sat.-Sun.         | Midterm break                             |
| Mar. 12   | Tuesday           | First module ends                         |
| Mar. 13   | Wednesday         | Second module begins                      |
| Mar. 20   | Wednesday         | Advising Practicum Day                    |
| Apr. 11   | Thursday          | Student Symposium                         |
| Apr. 17   | Wednesday         | Spring Day                                |
| Apr. 30   | Tuesday           | Thursday classes meet                     |
| May 1     | Wednesday         | Classes end                               |
| May 2     | Thursday          | Study day                                 |
| May 3 & 4 | Fri. & Sat.       | Exam days                                 |
| May 5     | Sunday            | Study day                                 |
| May 6 & 7 | Mon. & Tues.      | Exam days                                 |
| May 8     | Wednesday, noon   | Senior final grades due                   |
|           | Wednesday, 5 p.m. | Residence Halls close for all non-seniors |
| May 9     | Thursday          | Senior activities                         |
|           | Thursday, 4 p.m.  | Non-senior final grades due               |
| May 10    | Friday            | Senior activities                         |
| May 11    | Saturday          | Senior activities                         |
|           | Saturday, 5 p.m.  | Baccalaureate                             |
| May 12    | Sunday, 11 a.m.   | Commencement                              |
|           | Sunday, 8 p.m.    | Residence halls close for seniors         |

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