



Beloit

College

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Catalog

2007-2009

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1

A Sense of Place



A Sense of Place

- **College Mission and Goals**
- **A Brief History**
- **Curriculum and Educational Focus**

College Mission and Goals

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

A Brief History

Early Vision

Beloit College developed from the vision of seven New Englanders, a vision that began taking shape as they met in a stateroom of the steamer *Chesapeake*, while crossing Lake Erie in 1844. Their plans led to a series of four conventions involving clergy and laity from northern Illinois and southern Wisconsin (*for religious affiliation, see Chapter 8, under Residential Life*). Known as Friends of Education, these participants gathered to consider offers for a frontier college.

The Friends of Education accepted an offer of \$7,000 in supplies, materials, labor, and a small amount of cash from the village of Beloit. This was the backbone of the College's corporeal form. Members of the third and fourth conventions chose a board of trustees. The board members adopted a charter that was enacted into law by the Territory of Wisconsin Legislature on Feb. 2, 1846. The foundation for Beloit College's main building, now known as Middle College, was laid in 1847, and classes began that fall. The College graduated its first three students in 1851.

Presidential Leadership

The College's early curriculum was cast mainly in the Yale mold. Aratus Kent, chairman of the Beloit College board of trustees, along with the first faculty members, Jackson J. Bushnell and Joseph Emerson, built a solid casing with Yale mortar before another Yale graduate, **Aaron Lucius Chapin**, accepted Beloit's first presidency in December 1849, serving until 1886. During his presidency the College became widely known for its scholastic excellence.

From its beginning, the College showed both a solid classical tradition and a penchant for innovation and experimentation in curriculum. Under the administration of **Edward Dwight Eaton**, Beloit's second president, Beloit departed from the Yale curriculum by adding courses in philosophy and science. A course in evolution was

offered as early as the 1890s. At the same time, students were given greater latitude in the selection of their courses. Beloit enrolled its first women students in 1895.

New courses and other innovations, including home economics and journalism, flourished under **Melvin Brannon**'s administration after World War I. The Brannon era saw substantial growth in the endowment assets of the College and a refurbishing of the physical plant.

Irving Maurer returned to his alma mater as president in 1924 and served until his death in 1942. The period of 1927 to 1933 was, like the 1890s, a remarkable building era. President Maurer's administration put renewed emphasis on the liberal arts and spiritual values and continued resistance to the post-war demand for the "practical."

After more than two years, when World War II sharply reduced enrollment and presented many other problems, **Carey Croncis** became president in 1944. The nine-year administration of Beloit's fifth president included an influx of war veterans that swelled enrollment to 1,000 students and necessitated additional buildings and other campus improvements. As Beloit celebrated its centennial, President Croncis noted that the College had grown to a "lusty educational manhood surpassing anything that President Chapin envisaged."

The administration of **Miller Upton**, who served for 21 years and was honored with emeritus status in 1998, was marked by a long period of intensive self-study. This led to a series of far-reaching curricular changes, enrollment growth to the highest level in Beloit's history, and extensive development of the physical plant. The building period included a new library, science center, performing arts center, anthropology building, and seven residential buildings. The College's World Outlook Program was inaugurated in 1960 and continues today as the International Education Program. The innovative "Beloit Plan" of year-round education, introduced in 1964, brought increased

national recognition to the College, and many elements of that distinctive curricular program continue today.

Beloit's seventh president, **Martha Peterson**, was inaugurated in the fall of 1975 and served until her retirement in 1981, when she was named president emerita. She had come to Beloit after serving as president of Barnard College for eight years and as former chair of the American Council on Education.

During the latter 1970s, the College responded effectively to smaller enrollments, an altered pattern of student interests, and the demands of an inflationary economy. A traditional two-semester academic year was restored, extracurricular life enhanced, improvements to the campus completed, and endowment resources expanded. A long-range plan for the 1980s also was developed.

Roger Hull was elected as Beloit's eighth president in 1981. During his administration, enrollment increased each year and the endowment reached its highest level in history. Annual fund raising and alumni support also reached record highs. At the same time, significant new academic and career counseling programs were introduced. The Hull years saw accelerated physical plant improvements, including new facilities for music and economics, extensive renovation of residence halls, creation of a campus center and sports-fitness center, and a multi-million-dollar library renovation. President Hull left to assume the presidency of Union College in New York in 1990.

In 1991, Beloit's ninth president, **Victor E. Ferrall, Jr.**, arrived in time to oversee the most ambitious fundraising drive in the College's history. The successful \$100-million Sesquicentennial Campaign was completed in 1997. A strong proponent of the liberal arts tradition, President Ferrall directed major renovations of the Logan and Wright Museums and Strong Stadium, increased size and diversity in the faculty, and oversaw

the installation of a new high-speed fiber optic network. During his tenure, the endowment doubled, passing the \$100-million mark.

With the new millennium came new leadership. In August 2000, **John E. Burris** came to Beloit College as its tenth president. He arrived in time to welcome students into newly renovated residence and dining halls and initiated a process of strategic planning that established Beloit's goals for the next decade. In his first seven years, applications to the College increased dramatically, new townhouse-style residences were built at the north and eastern edges of campus, and long-range planning was completed. In 2007, the College broke ground on the largest building project in its history, the state-of-the-art Center for the Sciences.

Continuing Tradition

Over the years, Beloit College has stressed the value of students' desire to learn, flexibility in the process of that learning, and a rigorous academic program in the best tradition of the liberal arts. Today, Beloit remains dedicated to the liberal arts, to the concept of active learning, and to the ideal of responsible participation in the contemporary world. Despite all of its changes, the College's central character as an institution of concentrated personal discovery and intense learning has carried through. No one can forecast Beloit's future accurately, but neither could the men who gathered in the Chesapeake stateroom in 1844. Reality expanded their dreams. And today there is no reason why those who plan Beloit's future cannot expect the same.

Curriculum and Educational Focus

Since its beginning, Beloit has been dedicated to the concept of liberal education. Liberal education is liberating education. It is education that sets the mind free by developing its intellectual and emotional potential. The College focuses on enhancing students' capacity to think with grace, power, and effectiveness. We stress critical thinking, creativity, problem solving, communication, the ability to understand the world, and the motivation to act in a responsible fashion within that world. We believe informed thinking should be combined with effective action.

A critical goal of Beloit's distinctive form of liberal education is student engagement. Students learn through engagement with ideas, with each other, with the faculty, and through active participation in the contemporary world. We emphasize engaged learning because we believe students learn best when they construct new ideas out of what they have experienced in the classroom, laboratory, and studio, interact with others about these ideas, and use them to act in responsible and effective ways.

Beloit's emphasis on engaged learning is part of every aspect of the curriculum, and it is especially emphasized in three distinctive components of the academic program:

- **International Education.** Life in the 21st century demands intercultural communication skills, the application of multiple perspectives, and the ability to analyze global issues. International education is thus critical to liberal education. At Beloit, it is achieved through a combination of on-campus instructional and co-curricular activities and off-campus studies.

- **Experiential Education.** We believe that learning through action is a powerful way to become educated. Experiential learning includes active learning in the classroom, laboratory, and studio, as well as community involvement through internships and leadership programs.

- **Interdisciplinary Learning.** Important questions and issues are best understood by using knowledge from many different disciplines. The promotion of human rights, for example, can benefit from combining the insights of the natural sciences, social sciences, and the arts and humanities. We emphasize bringing together different ideas through interdisciplinary approaches and courses.

Student engagement is also fostered by a rich co-curricular program. During the year, students are encouraged to participate in Student Symposium, an innovative program in which students present their own scholarly work. International Symposium invites students to report on their overseas experiences. Other activities include student-curated exhibitions in the Wright Museum of Art and the Logan Museum of Anthropology, student-directed plays, participation in the College orchestra, choral and dance groups, entrepreneurship programs, leadership programs, and internships in the Beloit vicinity and at national and international sites. Students engage in research and scholarship through field experiences in anthropology, biology, geology, psychology, and other science and social science disciplines, and through student-faculty collaborative projects made possible by the Sanger Scholars Program, Scheweppe Foundation Biomedical Scholars Program, McNair Scholars, and other research opportunities.

Beloit also features residency programs that bring to the campus internationally known diplomats, artists, and writers through the Weissberg Chair in International Studies, the Victor E. Ferrall, Jr. Endowed Artists-in-Residence Program, the Stuart Ginsberg Endowed Artists-in-Residence Program, and the Lois Wilson Mackey'45 Chair in Creative Writing. These visitors teach classes, hold workshops for students, and provide guidance on the relationship between liberal learning and world-engaged action.

Curricular Structure

The College's commitment to liberal education, with an emphasis on international, experiential, and interdisciplinary teaching and learning, is reflected in the all-College curriculum. The curriculum also includes components designed to develop proficiency in writing and breadth of learning across disciplines.

International Education

Beloit College has a distinguished history in international education. Shortly after its founding, the College began enrolling international students and the children of Beloit graduates serving as missionaries abroad. Emphasizing intercultural competence as a key feature of liberal arts education in the 21st century, the College provides a richly international curriculum (including language study), a strong cadre of international students on campus each year, and study abroad programs that immerse students in international cultures.

The College encourages students to study abroad for a semester or academic year, and approximately 50 percent do so, through an array of programs, often in less commonly studied nations such as China, Ecuador, Hungary, Japan, Morocco, and Senegal. Opportunities to engage in international co-curricular activities range from various clubs, volunteering locally and abroad, and summer research and work opportunities, to International Week and an annual International Symposium.

Each student is expected to take at least 2 units involving study or experience of a language and/or culture not his or her own and of their relations between nations or other entities in a global context.

Experiential Education: Activity-Based Learning

Learning is fundamentally experiential and many important learning experiences occur in classrooms, studios,

practice rooms, and laboratories. Beloit faculty members employ a variety of teaching styles and provide many experiences to facilitate learning of both the theoretical and the practical. However, the classroom and its extensions are not the only venues in which students learn. Many of life's most important lessons are learned in a non-academic setting or in professional work environments where students apply concepts, principles, skills, and techniques to the "real world." The College believes that field experiences or structured learning opportunities that take place outside of the classroom are a valuable component of its curriculum. These College-sponsored learning opportunities can occur on or off campus, with a faculty member or other mentor, during the academic year or over the summer, and in conjunction with the Office of Field and Career Services or independently.

Each student is expected to include an experiential learning component in his or her academic program.

Interdisciplinary Education: Bringing Together Different Approaches

In understanding difficult world issues, planning effective action, or creating something new, liberally educated persons are able to adopt multiple perspectives and connect those perspectives. Interdisciplinary learning encourages students to construct new ideas and novel solutions by creating new connections that cross disciplinary boundaries. Faculty often collaborate on interdisciplinary, team-taught courses and on professional projects. In addition, we offer majors and minors that combine courses from several disciplines and feature interdisciplinary perspectives. We also encourage students who want to integrate knowledge from multiple disciplines to propose self-designed interdisciplinary majors and minors.

Each student must complete 1 unit of interdisciplinary studies courses or 2 units of paired courses designated by faculty as an interdisciplinary cluster.

Curriculum (continued)

Writing Across the Curriculum

The ability to write is important for creating new ideas and communicating with others. Regardless of discipline, effective writing is a critical skill. Writing is also a powerful tool for learning. By writing about a newly encountered idea or concept, we can sharpen our understanding of it. Courses across all of the disciplines emphasize the importance of writing, and many courses actively connect course content with writing. Some put special emphasis on the development of writing ability while others use writing as a vital tool for learning course material.

Each student must complete at least three courses designated as Learning to Write (LW), Writing to Learn (WL), or both.

Breadth of Learning: Courses Across the Divisions

An important part of liberal education is the ability to use knowledge from many different disciplines. Regardless of a person's interests, knowing how a question can be approached and understood from different points of view is valuable. We want students to have an idea of how issues are understood through the eyes of scientists, social scientists, humanists, and artists. To provide breadth of perspective, Beloit requires study in three major disciplinary categories. Courses are designed to provide a sense of the method, content, and critical perspective that characterize various disciplines.

Division I

Natural Sciences and Mathematics

- biology
- chemistry
- geology
- mathematics and computer science
- physics and astronomy

The natural sciences and mathematics develop the attitudes as well as the logical and empirical tools required to

understand the nature of the environment and of the human organism. The ability to understand and evaluate technical data and technical arguments, looking for logical consistency and experimental verification, is essential for individuals seeking to make responsible decisions concerning resources, environment, and health in a technological society. Thus, all liberal arts graduates benefit from experience in collecting experimental data, in evaluating that data, and in testing claims and theories, so that later they can assess arguments that claim scientific authority and understand the limits of scientific methods when applied to social questions.

Division II

Social Sciences

- anthropology
- economics and management
- education and youth studies
- political science and international relations
- psychology
- sociology

The social sciences concern themselves with the nature and behavior of persons both as individuals and in relation to others. They seek to discover principles relative to humanity's ability to perceive, interpret, react, organize, and adapt to its environment and to understand the sources and functions of the institutions and systems of belief that constitute human society. The social sciences are sciences because they attempt to state rigorously and to test empirically the theoretical explanations of the interactions among variables. Yet, at Beloit, social scientists seek not only to teach the systematic and verifiable dimensions of knowledge, but also to integrate and evaluate the flow of events in the world. They routinely ask students to consider ethical questions and engage freely in analysis of values as well as of data and hypotheses.

Division III

Arts and Humanities

- art and art history

- classics
- English
- history
- modern languages and literatures
- music
- philosophy and religious studies
- theatre arts

The arts and humanities include departments and programs whose disciplines engage students in the continuing endeavor of people to realize their highest intellectual, creative, and spiritual development. These disciplines are closely related and interdependent. Thus, the study of history helps us understand the artistic, philosophic, and religious aspects of a culture; conversely, an understanding of those issues helps us comprehend the social and political events that occupy

historians. Likewise, to understand literature thoroughly, one must rely upon history, art, classics, music, theatre, and philosophy. At the same time, the ideas these fields consider are frequently most accessible when embodied in literature. Knowledge of a classical or modern language gives access to an entire culture of ideas and attitudes. A broad background in the humanities is useful to any college graduate; it is crucial to those in such fields as law, public affairs, writing and publishing, government, teaching, business, the performing arts, and foreign service.

Each student must complete a minimum of 2 units in each of the three divisions. For division I, at least 1 of the 2 units must be in the natural sciences.



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Academic Requirements

Academic Requirements

- **Degrees Offered**
- **Degree Requirements**
- **Degree Expectations**
- **First-Year Initiatives Program**
- **Sophomore-Year Initiatives Program**
- **Writing Program**
- **Academic Regulations**

Degrees Offered

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

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

or mathematics outside of 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

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.

Requirements for the bachelor's degree are:

1. Satisfactory completion of the College's writing requirement:
 - a. All students must complete, with a grade of "C" or above, a minimum of three courses designated as LW (Learning to Write), WL (Writing to Learn), or LW/WL.
 - b. All students must meet a departmental requirement for writing (or another form of communication), designated by their major department or program.
2. Satisfactory completion of the College's liberal arts breadth requirements. These requirements should normally be completed by the end of the student's fourth semester. Students may not be granted junior status until they have completed these requirements.

The breadth requirements consist of:

- a. At least 2 units in the division of natural sciences and mathematics, one of which must be a natural science; AND

- b. At least 2 units in the division of social sciences; AND
- c. At least 2 units in the division of arts and humanities.

Some courses may be excluded from meeting the divisional breadth requirement because of their narrow, technical, skill-oriented, or remedial character. Such exclusions are noted in the course descriptions.

3. Completion of a specific departmental or interdisciplinary major with a cumulative grade point average of at least "C" (2.0) 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.
4. Completion of the College's interdisciplinary requirement:
 - a. One unit of interdisciplinary studies;OR
 - b. Two units of paired courses designated by faculty as a cluster.

Degree Requirements (continued)

5. At least 31 units of earned credit, with a cumulative grade point average of at least “C” (2.0) in all Beloit courses attempted.
 - a. Such credit is granted on the basis of work done at Beloit, 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.
 - 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 22 units in any one division may be counted toward the total of 31 units required for graduation.
 - e. No more than 13 units in any one department may be counted toward the total of 31 units required for graduation.
 - f. No credit shall be granted for repetition of a course for which credit has previously been earned, unless the course is designated as repeatable.
 - g. No more than 4 units of course work offered by the physical education department may be counted toward the 31 units required for graduation.
 - h. No more than 4 units of field experience credit from experientially based programs (including field terms, 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.
 - i. No more than a total of 1 unit of teaching assistantship (395) may be counted toward the 31 units required for graduation.
 - j. No more than a total of 2 units of English as a second language may be counted toward the 31 units required for graduation.

Degree Expectations

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 their relations between nations or other global entities in a global context.
2. Students will be expected to include an experiential learning component in their academic programs.
3. Students will be expected to complete a comprehensive academic plan (My Academic Plan or MAP) during their sophomore year in consultation with their advisor.

First-Year Initiatives Program

How does a college the size of Beloit bring students from widely diverse backgrounds together, integrate them into our community, and match them with an academic program appropriate to previous education, interests, and abilities? The answer is the First-Year Initiatives Program. The FYI Program begins with an orientation week, focuses on the fall semester seminar, and includes structured spring semester activities.

The objectives of FYI are as follows:

- To provide students with a richly inspired introduction to inquiry, critical thinking, and collaboration in the liberal arts and to acquaint students with the mission and values of Beloit College.
- To develop students' academic skills, such as writing and oral presentation.
- To develop students' awareness and understanding of, as well as engagement with, the Beloit College campus and the community beyond it.
- To develop a strong mentoring and advising relationship between FYI leader and student to facilitate good academic planning and the development of the social and co-curricular aspects of the student's Beloit experience.

Topics for 2007 seminars include:

- *Art in Quotation*
- *Black, White & Read All Over*
- *Books and Films*
- *Colonizing Mars: Science, Fact, and Fiction*
- *DNA*
- *Feeding the World*
- *Games We Play*
- *"God's Chinese Son"—The Taiping Rebellion in 19th-Century China*
- *Irish Setters and Mindsetters*

- *Making the Familiar Strange and the Strange Familiar*
- *Memory and the Imperfect Presence of the Past*
- *Music as History in Early America*
- *New Orleans: Water, Water Everywhere*
- *The Paradoxes of Russian Revolutionary Thought: Idealism, Terror, and Non-Violence*
- *Power and Suspicion*
- *Radical Ridicule and Ridiculous Radicals*
- *Serenity, Courage & Wisdom: What We Can Change and What We Can't*
- *A River Runs Through It*
- *Slow Food*
- *Town and Country*
- *A Trip Inside the Iron Cage: Bureaucracy and Its Discontents*
- *Who's the Stranger Here?*

First-year students pre-register over the summer for the seminar taught during the fall semester. Enrollment is limited to 15 to 17 students per seminar, and seminar leaders are faculty from all ranks and from all departments. Selected administrative staff may also serve as leaders.

The leader serves as the first-year and sophomore academic advisor to the students in his or her seminar. Thus first-year students are assigned to an advisor on the basis of their seminar selection. The shared intellectual experience provides a foundation for effective communication between advisor and advisee.

During New Student Days, all seminars read a common text and engage in activities on and off campus that facilitate critical thinking, campus orientation, and community engagement. The common text for fall 2007 is Erik Larson's *The Devil in the White City*.

First-Year Initiatives Program (continued)

All seminars take an integrative and collaborative approach to learning. Designed to foster inquiry and discussion among participants, the FYI seminar becomes a cooperative academic experience between students and faculty. It seeks to introduce students to the satisfaction of the life of the mind along with the value of personal effectiveness, self-reliance, and the taking of initiative in achieving worthy ends.

After the seminar, the relationship between leader and student continues during the spring semester with additional activities. The spring semester is also the time for seminar leaders and administrative staff to facilitate the proposal of competitive Venture Grants so that, as sophomores, students may continue a project begun during the first year or initiate a new one. These events during the second semester help bring a sense of closure to the year-long program and also set the stage for the Sophomore-Year Initiatives Program.

Description of Courses

100. First-Year Initiatives Seminar (1½). Designed to foster inquiry and discussion among participants, the FYI seminar becomes a cooperative academic experience. The sharing of ideas and the emphasizing of personal responsibility for intellectual development encourage students to engage actively not only in inquiry and analysis but in the setting and pursuit of personal goals. *Graded A, A-, B+, B-, C+, C, NC (no credit). Offered each semester.*

Sophomore-Year Initiatives Program

The Sophomore-Year Initiatives Program (SYI) continues the close interaction between student and advisor but with a strategy that differs from that of the First-Year Initiatives (FYI)—students work more independently while receiving specific support from faculty and staff. During the sophomore year, students select their major and a minor, if applicable, evaluate off-campus study options, and investigate experiential opportunities. The College plans a series of programs not only to facilitate decision-making but also to make it a serious, meaningful, and well-thought-out process. In past years, these events have included 1) Venture Grants, 2) welcome-back activities, 3) a two-day retreat scheduled in November, 4) a Major Exploration and Declaration Fair in the spring semester, and 5) completion of a comprehensive academic plan called My Academic Plan or (MAP).

Venture Grants: A venture grant project consists of entrepreneurial, self-testing activities in which a first-year student or group of students attempts a project (academic or non-academic) that will benefit themselves, others, and the campus community. The committee annually supports up to 10 projects with individual cash awards ranging from \$500–\$1,500. The results of the Venture Grants are presented at the annual International Student Symposium or are shared with the Beloit community through photo exhibitions, shows, and other types of presentations. The deadline for applications is late February. Contact Olga Ogurtsova for further information.

Welcome-Back Activities and Sophomore Dinners: Early in September, each seminar has a dinner meeting at which advisors can pass on information about sophomore events and urge students to begin their MAP planning, especially for off-campus study; representatives from the Field and Career Services Office and Office of International Education are also invited.

Sophomore Retreat: A two-day retreat off campus in November allows further investigation into academic opportunities, internships, and other field experiences. Also prominent are presentations and discussions about off-campus study both in the United States and abroad. Entertainment and social activities foster an atmosphere for effective interaction between students, advisors, faculty, staff, and alumni. Sophomores also identify issues or concerns students have for the campus and develop action plans to address them. Examples of outcomes from such initiatives include the development of the Java Joint, the Café Series, Beloit Interaction Committee (BIC), recycling programs, prejudice-reduction workshops, and extended library hours during exam weeks.

Major Exploration and Declaration Fair: At the end of March, the Major Exploration and Declaration Fair takes place. It is a joint event for both programs—FYI and SYI. This is a great opportunity for first-year students to explore possible majors and minors and for sophomores to declare majors and minors. Also highlighted are opportunities relating to studies both on and off campus, such as internships, field experiences, and domestic and study-abroad programs, as well as scholarships and completion of the student's academic plan (MAP).

My Academic Plan: My Academic Plan (MAP) is a process that helps sophomores plan their remaining years at Beloit in an effective and productive manner. It offers a recap of courses and activities, encourages future participation in on- and off-campus activities and programs, and suggests possibilities for post-college plans. Students work closely with advisors to develop a strategy for getting the most out of their college years, with an eye toward beginning successful careers.

Writing Program

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

FRANCESCA ABBATE

CHARLES LEWIS, director

TAMARA KETABGIAN

JOHN MORGAN

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 three courses designated as LW (learning to write), WL (writing to learn) or LW/WL. Courses with these designations are offered in departments and programs across the campus.
2. All students must meet requirements for writing (or another form of communication) designated by their major department or program.

LW courses give regular and substantial attention to developing students' writing skills.

WL courses involve regular and substantial writing to serve a variety of learning goals.

Description of Courses

100. Writing Seminar (½-1). The course focuses on the development of individual writing abilities in the context of a specific theme, issue, or set of problems. Each section of this seminar uses assignments on course readings and drafting/revising of formal papers. Specific attention will be given to close reading of texts and to the effectiveness of various rhetorical choices. May be taken up to two times for credit, if section topic differs. (LW) *Topics course. Offered each semester.*

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. This course may be used to satisfy the internship requirement for the rhetoric and discourse major. (WL) *Prerequisite: Second-year status or consent of instructor.*

Academic Regulations

General Course Information

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

Credit: All offerings carry credit of 1 unit unless otherwise indicated. Most departmental courses qualify for divisional credit in meeting degree requirements. 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.

Academic Regulations (continued)

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.

Honesty

Honesty of students is assumed. Dishonesty may result not only in failure in the course, but in suspension or dismissal from the College. (*See policy in Student Handbook.*)

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.

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. A student may declare a major in any field of concentration offered by the College or design their own major. He or she must declare a major no later than the time he or she elects 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 no fewer than 3 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 1.5 to 2 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 2.5 and no incompletes. Approval shall be made only after evaluating the student's academic progress and the reasonableness of his or her program.

Disability Services: Disability accommodations and/or services may affect a student's decision regarding course selections. A student with a disability, who seeks accommodation and/or services, must meet with the director of the Learning Support Services Center (LSSC) and have his/her documentation verified before he/she is eligible to receive disability accommodations

and/or services. If a student alerts a College official (faculty/staff) about his/her disability, the student should be referred to a staff member in the LSSC. 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/>.

Dropping and Adding Courses:

After the student has completed pre-registration, 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 semes-

Academic Regulations (continued)

ters 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 perfor-

mance. 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" signi-

fies 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 non-credit field terms 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 (given only for non-credit field terms).

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: *Note: 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.

Academic Regulations (continued)

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, 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. One transcript of record may be furnished for each student without charge. For each additional transcript, a fee is required. 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 (Family Educational Rights and Privacy Act of 1974), students who wish to review those records, files, documents, and other materials which 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 of the work.

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: Credit by examination may be earned for any course unless specifically excluded by the offering department. 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 the 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. There will be a \$50 fee for completed credit by examination.

Academic Regulations (continued)

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.

Academic Regulations (continued)

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.

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.*

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.*



3

Major Fields
of Concentration

Fields of Study

Major Fields of Concentration

Anthropology*
Art and art history
 Studio art
 Art history
Biochemistry¹
Biology*
 Biology
 Cellular and molecular
 Ecology, evolution, and behavioral
 Environmental
 Integrative and medical
 Mathematical
Chemistry^{1*}
 Chemistry
 Applied
 Environmental
Classics
 Classical philology
 Classical civilization
Comparative literature
Computer science*
Economics and management
 Economics
 Economics and management
 Business administration
Education and youth studies
 Children and schools
 Adolescents and schools
 Youth and society
English*
 Literary studies
 Creative writing
 Rhetoric and discourse
Environmental Studies*
Geology*
 Geology
 Environmental
Health and Society*
History*
Interdisciplinary studies (self-designed)*
International relations
Mathematics*
Modern languages and literatures
 East Asian languages and cultures
 French
 German
 Modern languages
 Russian
 Spanish

Music*
Philosophy and religious studies*
 Philosophy
 Religious studies
Physics *
Political science*
Psychology
Science for elementary teaching
Sociology
Theatre arts
 Acting
 Communication
 Dance
 Design
 Directing
 Stage management
 Theatre history
Women's and gender studies*

Preprofessional Programs

(See chapter 5)

- 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/adulthood, 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.

¹ American Chemical Society certification also offered.

Anthropology

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 of the past), 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

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. Three core courses, one from each core cluster.
 - culture cluster: 200, 201, or any special offering so designated.
 - archaeology cluster: 210, 217, 240, 312, or any special offering so designated.

- biology cluster: 326, 375 (Forensic Anthropology), Biology 217, or any special offering so designated.

Note: Anthropology 250 or 351 may be substituted for a core course in any one cluster. If 351 is chosen as an option in any of these clusters, the field research must be predominantly in the relevant subfield.

- c. one geographically based course, chosen from among the following: 303, 310, 311, 314, 315, 316, 342, 346, appropriate 375 courses.
- d. three elective anthropology courses chosen in consultation with the advisor.
- e. one course from among the following: 380, 392, or a specially designated topical seminar for seniors.

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, preferably 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

Anthropology (continued)

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 “core” courses (cultural, biological, archaeological) requires students to write in the style appropriate to that subdiscipline. Almost all elective courses, including ethnographic area courses, require students to think, analyze, synthesize, and present their results in writing. Several 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 advanced theory/technique course chosen from Anthropology 200, 201, 210, or 326.
3. Three additional units in anthropology chosen in consultation with the student’s advisor. Only one of these may be a special project, and at least one of them must be a 300-level course. (If the student chooses 326 to satisfy #2, an additional 300-level course must be taken.)

Description of Courses

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. (WL) *Offered each semester.*

110. Archaeology and Prehistory (1). An introduction to archaeology. Human technical and cultural development from the prehuman state to the beginnings of history. *Offered each semester.*

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. *Offered each fall.*

200. Theory and Technique in Cultural Anthropology (1). A review of major writings in the field to examine their theoretical positions and the research techniques that are used to test them. *Offered each fall. Prerequisite: Anthropology 100.*

201. 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. (WL) *Offered each year. Prerequisite: Anthropology 100.*

210. Technique and Theory in Archaeology (1). Consideration of the different approaches used to recover, describe, analyze, and interpret archaeologist materials. Emphasis placed on the relationship between different theoretical perspectives and the interpretation of cultural remains. (WL) *Offered each fall. Prerequisite: Anthropology 110.*

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 specializa-

tion, and trade. Students learn the basic methods used to recover, analyze, and transform ceramic data into meaningful statements about the past. *Offered odd years, spring semester. Prerequisite: Anthropology 110.*

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.*

250. History of Anthropology (1). The development of anthropology as a concept in response to problems of colonialism and academic professionalism. A survey of the individuals, theories, and trends that lead to the current views and are related to the history of social science generally. (WL) *Prerequisite: Anthropology 100.*

303. Gender and Ideology in Melanesia (1). Melanesian societies reveal a wide range of social and cultural constructions of gender, and focus in this course is on exploring these—their construction, their effects, and their meaning. The course is based on discussion, primarily of ethnographic readings, and participation is mandatory. (Also listed as Women's and Gender Studies 210). *Prerequisite: Anthropology 100 or consent of instructor.*

304. Women, Culture, and Society (1). A cross-cultural examination of female statuses focusing on the economic, domestic, political, and religious positions of women in different socio/cultural settings, including present-day United States. (Also listed as Women's and Gender Studies 210.) (WL) *Prerequisite: Anthropology 200 or 250, or consent of instructor.*

308. The Anthropology of Religion (1). This course explores how anthropologists go about understanding religious beliefs and practices in other cultures, including the nature of religion

from a variety of theoretical perspectives (e.g., Durkheim, Weber, Freud, Geertz, Levi-Strauss) and in a multitude of cultural traditions (mostly non-Western). Classes combine lecture, discussion, and short student presentations. *Offered each year. Prerequisite: Anthropology 100 or consent of instructor.*

309. Contemporary Millenarian Movements: An Anthropological Perspective (1). Human history is replete with social movements in which the end of the world as it is known is predicted, and these movements continue to occur throughout the world today. This course focuses on relatively contemporary examples of these movements, such as the Branch Davidians, the communal religious group at Jonestown, recent "cargo cults," some Christian Identity groups, and relevant survivalists. Intensive reading and class discussion. (WL) *Offered each year. Prerequisite: Anthropology 100 or consent of instructor.*

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 even years, fall semester. Prerequisite: Anthropology 210 or consent of instructor.*

311. 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 211.) *Offered occasionally. Prerequisite: Anthropology 110, a previous art history course, or consent of instructor.*

312. Environmental Archaeology (1). Environmental archaeology attempts to

Anthropology (continued)

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. *Prerequisite: Anthropology 110.*

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 odd years, fall semester. Prerequisite: Anthropology 210 or consent of instructor.*

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 even years, fall semester. Prerequisite: Anthropology 210 or consent of instructor.*

316. Archaeology of Meso-America (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. (WL) *Offered even years, spring semester. Prerequisite: Anthropology 210 or consent of instructor.*

318. Archaeological Laboratory Techniques (1). A selected series of analytical problems, including ceramic and lithic technology, provides experi-

ence with the basic methods used in the processing and analysis of archaeological materials. *Offered occasionally. Prerequisite: Anthropology 210 or consent of instructor.*

320. 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 odd years, spring semester. Prerequisite: Anthropology 120 or Biology 111 or consent of instructor.*

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 or consent of instructor.*

326. 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 in even years, spring semester. Prerequisite: Anthropology 120 or Biology 110 or consent of instructor.*

328. 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. (WL) *Prerequisite:* *Anthropology 100 or 120, plus one course from biology, psychology, or an additional anthropology course; or consent of instructor.*

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 even years, spring semester. Prerequisite:* *Anthropology 200 or 250, or consent of instructor.*

346. 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.*

351. Anthropological Fieldwork (½-2). Provides intensive training in the problems and techniques of anthropological research. Practical training in the recovery, recording, and analysis of field

data. *Summer. Prerequisite:* *Consent of instructor.*

375. 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. (May be repeated for credit if topic is different). *Topics course. Offered each semester. Prerequisite:* *Consent of instructor.*

380. Senior Seminar (1). Seminar for senior anthropology majors; discussion of major issues facing the discipline from the perspective of three subfields. Student and faculty research as it bears on these issues. *Offered each fall.*

390. Special Projects (¼-1). Individual study under faculty supervision and/or research on an anthropological problem selected by the student. *Prerequisite:* *Sophomore standing.*

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.

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

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

Art and Art History

The department of art and art history offers two concentrations for its majors: studio art and art history. The purpose of each is to lead students to appreciate, understand, and develop creativity 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

JOSHUA ALMOND

JOY BECKMAN

JEFF EISENBERG

SCOTT ESPESETH

MARK KLÄSSEN

EMILY NIE

JO ORTEL, chair

DAWN ROE

KATHLEEN SCHOWALTER

GEORGE WILLIAMS, JR.

Studio Art Major

(10 ½ units)

1. Ten and ½ departmental units:
 - a. Art 103, 115, 120, 125, and 245.
 - b. Five units of studio courses in a minimum of two media.* Of the five courses:
 1. at least two must be 200 level
 2. at least two must be 300 level, excluding 390.
 - c. Art 385 (½): Senior seminar is offered in the spring term, and each student's senior exhibit occurs in his or her last term in residency. While the exhibit is on display, art faculty conducts an oral examination with the student.
2. Writing/Communication requirement: The department of art and art history teaches and refines skills that are essential for navigating our image-saturated world. Studio art and art history majors are engaged

in interpreting, utilizing, and contributing to visual culture; developing the skills of visual, verbal, and written communication is an essential component in these endeavors.

Through formal and informal writing assignments, oral presentations, and group critiques, students gain a level of comfort and ease in self-expression and effective communication.

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

Art History Major (12 units)

1. Ten departmental units:
 - a. Art 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 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.

Description of Courses

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

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. (WL) *Offered each semester.*

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. *Offered each semester.*

120. Art, History, and Culture to 1400 (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. (LW, WL) *Offered each fall.*

125. Art in Europe and the Americas Since 1400 (1). A continuation of Art 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. (WL, LW) *Offered each spring. Prerequisite: Art 120 recommended.*

130. Arts of Asia: Survey (1). This course will provide a survey of the arts of Asia including India, Korea, China, and Japan. The material is arranged chronologically and will cover 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 will attempt to discover the themes that unify the artistic traditions of Asia and those that set them apart and will cover topics including the development of images of the Buddha in India, landscape painting in China and Japan, and Japanese woodblock prints. *Offered fall 2008.*

135. Figure Drawing (1). This course will focus on observational drawing, particularly of the human figure. Working from live models, a diverse range of drawing processes and media will be utilized in the development of a figurative vocabulary. Slides, critiques, and discussions will center on figurative themes in art. *Offered occasionally.*

140. Book Arts (1). This studio course explores the complex, interdisciplinary processes of book making and book binding as an art form. Students will learn about visual aspects and processes of book structures and their content. We will talk explicitly about the relationships between structure, content, text and image. Additionally, students will be challenged with the processes of book making through their personal exploration of themes. The content of the books may be explored through multiple media such as photography, writing, drawing, and/or collage. We will also touch on histories and theories about how information can be structured and the status of the book in contemporary society. *Offered occasionally.*

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, weaving, installation, and performance art. *Topics course. Offered each semester.*

200. Printmaking (1). This studio course introduces the technical processes of woodblock, intaglio, monoprint, and monotype printing. Intaglio processes include hard and soft ground,

Art and Art History (continued)

drypoint, and aquatinting. 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. (WL) *Normally offered each fall. Prerequisite: Art 103, 115, 135, or 140.*

205. Painting (1). A studio course covering the materials, processes, and procedures of painting with acrylics. Descriptive, formal, decorative, and expressive modes are explored. *Normally offered each semester. Prerequisite: Art 115 or 135.*

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

211. Pre-Columbian Art and Architecture (1). *See Anthropology 311 for course description.*

215. Intermediate Drawing (1). Studio work that investigates a variety of drawing approaches, attitudes, processes, and materials. Emphasis is on the expressive and the descriptive and on qualities of line, value, and space. Group and individual critiques. *Offered in alternate years. Prerequisite: Art 115 or 135.*

220. Arts of China (1). This course will examine the arts of China from the Neolithic period through the 20th century. Different media will be 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 will 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. *Offered spring 2008.*

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, will be 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.

230. Photography (1). This studio course offers an intensive introduction to the techniques, processes, and creative possibilities of black-and-white photography, and it addresses some of the historical and aesthetic issues associated with the practice. Includes lectures, study of historical and contemporary photography, assigned readings, class discussions, field trips, and individual and group critiques. *Prerequisite: Art 103, 115, 135, or 140 and continuous access to a 35mm camera with manually adjustable shutter and aperture.*

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 por-

tion is devoted to contemporary photographic activity. Field trips supplement regular class meetings. (WL, LW)

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

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

235. Arts of Japan (1). This course will examine the arts of Japan from the Jomon period through the 20th century. The use of different media will be studied in the context of concurrent literature, politics, philosophies, and religions, as well as in the context of Japan's engagement with China and the West. Broader topics will include the artist's role in society, systems of patronage, and guilds. No previous exposure to Japanese art or culture is required. *Offered spring 2009.*

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. (LW, WL) (Appropriate topics will be crosslisted with women's and gender studies.) *Topics course. Prerequisite: Art 120 or consent of instructor.*

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. (WL, LW) *Prerequisite: Art 125 or consent of instructor.*

245. Modernism and Postmodernism: Art Since 1900 (1). This course

offers an introduction to developments in 20th and 21st-century art. Within a loose chronological organization, broader themes are emphasized, social and historical contexts considered. Slide lectures and discussion are enriched with readings in critical and cultural theory and field trips to area art museums. (WL, LW) *Prerequisite: Art 125 or consent of instructor.*

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 will consider 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.

251. Writing in the Visual Arts (1). In this course, students develop and refine skills needed to think and write clearly about the visual arts. The course also explores writing as a means of accessing and expressing creativity. Standard genres of art writing (e.g., criticism, exhibition reviews, artist statements) are introduced, and more theoretical readings examining the use of text in art and other word-image combinations provide opportunities for historical and critical analysis. Course includes field trips (e.g., to see the University of Wisconsin-Madison's fine collection of artists' books) and guest lectures by area artists and critics. The course culminates in a publication of students' writing and/or an exhibition investigating word and image. (WL, LW) *Offered occasionally. Open to first-year students.*

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 post-colonial theory, the course considers

Art and Art History (continued)

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. (WL, LW) *Offered occasionally. Open to first-year students.*

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. *Topics course.*

280. Advanced Topics in Specialized Media (½, 1). Independent research on the concepts and techniques of media not included in the regular departmental offerings. Medium to be selected by the student with the support of the sponsoring faculty member. Assigned reading and individual criticism. *Topics course. Prerequisite: One 100-level studio art course.*

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. (WL, LW) *Topics course. Offered each year.*

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. *Topics course. Offered occasionally. Prerequisite: Art 200.*

305. Advanced Topics in Painting (1). Studio work with attention to individual development in painting media chosen by the student. Exploration and refinement of various aspects of individual expression. Group and individual critiques, research papers. *Offered each year. Topics course. Prerequisite: Art 205.*

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. (WL) *Offered each year. Topics course. Prerequisite: Art 210.*

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. *Offered occasionally. Prerequisite: Art 115.*

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 230. It also introduces new techniques, processes, and engages critical theory. Lectures, study of historical and contemporary photography, assigned readings, writings, class discussions, field trips, and individual and group critiques. (WL) *Topics course. Prerequisite: Art 230.*

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. Topics course. Prerequisite: Junior standing and two 100-level art history courses, or junior standing and one 100-level and one 200-level art history course.*

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. (WL, LW) *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 courses.*

385. Senior Seminar in Art (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 application, and copyright law. A portion of the course addresses recent developments in art through guest lectures, discussions, and field trips. (WL, LW) *Offered each spring. Prerequisite: Senior standing.*

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

392. Honors Thesis in Art/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 and/or art history major, senior standing, and approved departmental honors application, recommendation of the department.*

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

396. Teaching Assistant Research (½).

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

Biochemistry is the study of life on a molecular level. Hands-on, inquiry-based experiences ask the 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 philosophy 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 through the biochemistry program 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, environment, and biotechnology.

Faculty

JOHN JUNGCK

KATHLEEN MANDELL, chair

ALFRED ORDMAN

LAURA PARMENTIER

Biochemistry Major (14 or 14 ½ units)

1. Ten or 10 ½ 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 (¼), 380 (¼), and either Biology 382 (1) or Chemistry 385(½).
2. Four supporting units:
 - a. Mathematics 110
 - b. Physics 101
 - c. Two units from Chemistry 225, 240, 245, 250 or Biology 248, 351, 357; Physics 102, 210 or Mathematics 115. (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. Computer skills are essential for data acquisition, analysis and visualization, simulations of biomolecular processes, and molecular modeling. 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.

Written and Oral Communication

1. Chemistry 117: (WL) introduces students to chemistry by having them write laboratory notebooks and formal scientific reports and give oral presentations of their research results.
2. Chemistry 280: Professional Tools for Scientific Careers covers specific communication skills required by chemistry professionals, including résumé preparation, job searching and interview skills, and computer-based tools.
3. Biology 248: Cellular and Developmental Biology (WL) engages students in four major research projects which are presented in written format as professional journal articles, patent applications, grant applications, and popular reviews. Additionally, students prepare position papers on debates, present professional posters, and write book reviews.

4. Chemistry/Biology 300: Biochemistry of Macromolecules (WL) investigates structure and function of nucleic acids, proteins, carbohydrates, and lipids. Laboratory experiments enable students to use sophisticated techniques for expression, purification, and characterization of biomolecules. Their research results are developed into formal research reports.
5. Biology 357: Comparative Physiology (WL, LW) surveys the structure and functions of cells, tissues, organs, and organ systems cross taxa within the animal kingdom. Students are required to design and carry out a physiology experiment on an approved topic. Students research their topic of interest, conduct their experiment, and write a report of their results.
6. Chemistry 380: Senior Seminar provides multiple opportunities to present topical scientific seminars and to evaluate seminars given by peers.
7. Biology 382: Senior Seminar (LW) is a capstone experience for biology and biochemistry majors. Students write an original manuscript for publication in *The Beloit Biologist*, the biology department's in-house journal. Manuscripts are a critical review of topical interest or a report of original research. Students search, read, and evaluate published literature, write and revise their manuscript, and review their colleague's manuscripts.
8. Chemistry 385: Senior Thesis (WL, LW) is a capstone experience for chemistry and biochemistry majors. Group and individual guidance on methods of writing a comprehensive paper, including scope, organization, effective use of the scientific literature, writing, and style; footnotes, and use of computer text editing. The purpose of the course is to provide an opportunity to develop and demonstrate ability to organize, extract what is most important, and present a logical discussion of a body

of knowledge in the field of chemistry.

Computer Analysis and Data Visualization

1. Chemistry 245: Molecular Visualization provides an introduction to quantum mechanics applied to one-dimensional systems and develops student knowledge of molecular structure and visualization using molecular modeling and computational chemistry methods.
2. Biology 247: Biometrics (WL) applies statistical methods to solve biological problems. Students are introduced to experimental design, sampling methods, and statistical analysis in computer-supported laboratory exercises.
3. Biology 289: Genetics (WL) employs problem-solving strategies and extensive application of simulations, tools (real-time data acquisition, digital video microscopy, image analysis, statistical packages, graph theory, and bioinformatics tools), databases (with multidimensional visualization and data mining), as well as illustrative and word-processing software.
4. 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.

American Chemical Society Certification

Beloit College is approved by the American Chemical Society for the undergraduate professional training of biochemists. Certification by the society requires the following for biochemistry majors:

Biochemistry (continued)

1. The 100-level biology course must be Biology 141.
2. In place of 1 unit of upper-level choices, the student must complete Biology/Chemistry 260 and either Chemistry 240, 245, or 250.
3. Field term or internship with laboratory work must be completed.

Description of Courses

(See chapters for biology and chemistry.)

Biology

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

JESSICA ARMENTA

MARION FIELD FASS

DEMETRIUS GRAVIS

YAFFA GROSSMAN, chair

JOHN JUNGCK

CAROL MANKIEWICZ

RICHARD NEWSOME (emeritus)

ETHEL STANLEY

JEREMIAH WAGNER

BRETT WOODS

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 six concentrations. Each student electing a field of concentration in biology must complete a three-course introductory sequence, a four-course breadth sequence, three courses in chemistry and mathematics, and the biology senior seminar. 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.

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.

Concentrations in Biology

Biochemistry Major

(14 or 14 ½ units)

See biochemistry in the catalog.

Biology (with Education Certification) (15 units)

The biology major provides a broad background in biology and related disciplines for those certifying to teach and others interested in general biology. Students choosing this track should consult the Department of Education and Youth Studies handbook for details about certification.

Biology (continued)

1. Nine departmental units:
 - a. One organismal biology course chosen from Biology 110, 111, 141, or 151.
 - b. Biology 121, 247, 289, and 382.
 - c. Two ecology, evolution, and behavioral biology courses, one chosen from Biology 206, 210, 217, 220, and one chosen from 337, 343, 372 or appropriate 291 (with approval of advisor).
 - d. Two integrative, cellular and molecular biology courses: one chosen from Biology 248, 260, or 300; and one chosen from 340, 351, or 357.
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. One geology course chosen from Geology 100, 105, or 110.
 - d. One unit of teaching experience chosen from Education and Youth Studies 272 or two semesters of Biology 395 (½).
 - e. One arts and humanities or social sciences course chosen from Philosophy 221, 224, 230, Sociology 275, or a course chosen in consultation with advisor.

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

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 three WL, LW courses, 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:

Writing to Learn (WL): 201, 206, 217, 220, 247, 248, 289, and 300

Learning to Write/Writing to Learn (LW, WL): 337, 340, 343, 351, 357, and 372

The biology Senior Seminar (382), the capstone experience for biology and biochemistry majors, requires students to write an original manuscript for publication in *The Beloit Biologist*, the department's in-house journal. Each manuscript is a critical review of a current topic or a report of original research. Students in Senior Seminar experience all of the phases of scientific publishing: (1) searching, reading, and critically evaluating published literature; (2) writing an original manuscript; (3) revising the manuscript in response to comments and suggestions of reviewers; (4) correcting page proofs in preparation for final publication. In addition, (5) each student reviews manuscripts written by two other members of the seminar and thus contributes to the publication of *The Beloit Biologist* by assisting both the authors and the editor in evaluating manuscripts submitted for publication. *The Beloit Biologist* is distributed to senior biology and biochemistry majors on the morning of Commencement.

Cellular and Molecular Biology (15 units)

The cellular and molecular biology major provides a broad background in the sciences with a focus on cellular and molecular levels of organization and processes in living systems.

1. Nine departmental units:
 - a. One organismal biology course chosen from Biology 110, 111, 121, 141, or 151.
 - b. Biology 247, 248, 289, and 382.
 - c. Two ecology, evolution, and behavioral biology courses chosen from Biology 206, 210, 217, 220, 337, 343, or 372.
 - d. Two integrative, cellular and molecular biology courses: one chosen

from Biology 260 or 300; and one chosen from 340, 351, or 357.

2. Supporting courses (6 units):
 - a. Two chemistry courses chosen from Chemistry 117* or 150, and 220, 230, or 235.
 - b. Two units of mathematics and computer science: one chosen from Mathematics 104 or 110; and one chosen from Mathematics 115 or 1 unit of Computer Science.
 - c. Physics 101 and 102.

3. Writing/Communication requirement: *see Biology (with Education Certification)*.

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

Ecology, Evolution, and Behavioral Biology (15 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. Eleven departmental units:
 - a. Two organismal biology courses: chosen from Biology 110 or 111; and 121, 141, or 151.
 - b. Biology 247, 289, and 382.
 - c. Four ecology, evolution, and behavioral biology courses: one chosen from Biology 210 or 217; one chosen from Biology 337, 372, or Anthropology 324; one chosen from Biology 343 or Anthropology 320; and one additional course chosen from Biology 206, 210, 217, 220, 291 (with approval of advisor), 337, 372, or Environmental Studies 250. At least one biology course must be at the 300 level.
 - d. Two integrative, cellular and molecular biology courses chosen from Biology 248, 260, 300, 340,

351, or 357.

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: *see Biology (with Education Certification)*.

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

Environmental Biology (15 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. Nine departmental units:
 - a. One organismal biology course chosen from Biology 110, 111, 121, 141, or 151.
 - b. Biology 247, 289, and 382.
 - c. Three ecology, evolution, and behavioral biology courses (at least 1 unit at the 300 level): chosen from Biology 206, 210, 217, 220, 337, 343, or 372.
 - d. Two integrative, cellular and molecular biology courses chosen from Biology 248, 260, 300, 340, 351, or 357.
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: one chosen from Geology 100 or 110; and one chosen from Geology 235, 240, or 251.
 - d. One unit in economics, environ-

Biology (continued)

mental studies, interdisciplinary studies, political science, or other course chosen in consultation with the advisor.

3. Writing/Communication requirement: *see Biology (with Education Certification)*.

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

Note: Geology 215 (Field Geology) may be used as a second geology course.

Integrative and Medical Biology (15 units)

The integrative and medical biology major provides a broad background in the sciences with a focus on the mechanisms by which organisms regulate life processes, and is especially appropriate for students interested in careers in the health professions.

1. Eight departmental units:
 - a. One organismal biology course chosen from Biology 110, 111, 121, 141, or 151.
 - b. Biology 247, 289, and 382.
 - c. Two ecology, evolution, and behavioral biology courses chosen from Biology 206, 210, 217, 220, 337, 343, or 372.
 - d. Two integrative, cellular and molecular biology courses chosen from Biology 248, 260, 300**, 340, 351, or 357.
2. Supporting courses (7 units):
 - a. Four chemistry courses chosen from Chemistry 117* or 150, and 220, 230, 235, or 300**.
 - b. One mathematics course chosen from Mathematics 110 or 115.
 - c. Physics 101 and 102.
3. Writing/Communication requirement: *see Biology (with Education Certification)*.

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

*** Students may not use Biology/Chemistry 300 as both an integrative, cellular and molecular biology course and a chemistry course.*

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

Mathematical Biology (15 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 departmental units:
 - a. One organismal biology course chosen from Biology 110, 111, 121, 141, or 151.
 - b. Biology 247, 289, and 382.
 - c. Two ecology, evolution, and behavioral biology courses: one chosen from Biology 206, 210, 217, 220, 343; and one chosen from Biology 337 or 372.
 - d. Two integrative, cellular and molecular biology courses chosen from Biology 248, 260, 300, 340, 351, or 357.
2. Supporting mathematics and computer science courses (5 units):
 - a. Mathematics 110, 115, and 175.
 - b. Two units of computer science or mathematics chosen from Computer Science 121, 123, 125, 131, and Mathematics 205, 208, 215, 230, 240, 310, 335, or 375.
3. Other supporting courses (2 units):
 - a. Two chemistry courses chosen from Chemistry 117* or 150, and 220, 230, or 235.
4. Writing/Communication requirement: *see Biology (with Education Certification)*

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

The following two minors are not open to majors in biology, biochemistry, or applied chemistry (with biology as a complementary discipline).

Biology and Society Minor (6 units)

The biology and society minor focuses on the interaction of humans and biology. Course choices offered in the minor allow the student to focus on an issue of interest (e.g., environment or health). The minor requires four courses representing 100, 200, and 300 levels in the biology curriculum, as well as two supporting courses (one in the social sciences or humanities and one with a statistical focus).

1. Four departmental units:
 - a. One unit from Biology 110, 111, 121, 141, or 151.
 - b. Two units from Biology 201, 206, 217, or 220.
 - c. One unit from Biology 337, 343, 351, or 372.
2. Supporting courses (2 units)
 - a. One unit from Anthropology 320, 328, Philosophy 221, 224, 230, Sociology 275, or any other course in social sciences or arts and humanities, chosen in consultation with the chair of the biology department.
 - b. One course chosen from Biology 247, Anthropology 240, Economics 251, Mathematics 106, Psychology 150, Sociology 305, or any other course with statistical content, chosen in consultation with the chair of the biology department.

Integrative Biology Minor (6 units)

The integrative biology minor focuses on the mechanisms by which organisms regulate life processes, grow and develop, reproduce, and behave. The minor requires five courses representing 100, 200, and 300 levels in the biology curriculum, as well as one supporting course in chemistry.

1. Five departmental units:
 - a. One unit from Biology 110, 111, 121, 141, or 151.
 - b. Two units from Biology 247, 248, 260, or 289.
 - c. Two units from Biology 300, 340, 351, or 357.
2. Supporting course (1 unit)
 - a. One unit from Chemistry 117, 150, 220, or 230.

Strongly recommended: Participation in courses at a biological field station, e.g., the Coe College Wilderness Field Station. Courses taken at field stations, with proper arrangements, can satisfy certain requirements for the minor.

Description of Courses

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 nonscience students. Three 2-hour lecture-laboratory periods per week. *Offered each fall.*

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 nonscience students. Three 2-hour lecture-laboratory periods per week. *Offered each spring.*

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. Nonvascular plants (mosses and liverworts), ferns, and gymnosperms (cone-bearing plants) are also examined. For science and nonscience students. Three 2-hour lecture-laboratory periods per week. *Offered each fall.*

141. Microbiology (1). The structure, genetics, physiology, and culture of microorganisms with emphasis on bacte-

Biology (continued)

ria and viruses. The course stresses scientific principles and experimental methods in the context of disease and the environment. For science students. Three 2-hour lecture-laboratory periods per week. *Offered each fall.*
Prerequisite: High school chemistry.

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 nonscience students. Three 2-hour lecture-laboratory periods per week. *Offered each spring.*

201. Biological Issues (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. Four hours of lecture-discussion and one laboratory period per week. (WL) *Offered each spring. Prerequisite: One college-level laboratory science course (no exceptions).*

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. Four hours of lecture-discussion and one laboratory period per week. (WL) *Offered fall 2008. Prerequisite: One college-level laboratory science course (no exceptions).*

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

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. Four hours of lecture-discussion and one laboratory period per week. Occasional Saturday field trips required. (WL) *Offered spring 2008. Prerequisite: One of the following: Biology 289 or Anthropology 120, 324 or Geology 210 or consent of instructor.*

220. Ornithology (1). The study of birds from a biological perspective and at all levels of organization from molecular biology to landscape ecology. Among the topics studied are diversity and systematics, evolutionary history, form and function, behavior, reproduction and development, and population dynamics and conservation. Laboratory work may include dissection. Fieldwork focuses on species identification, observational study, and experimental investigation; field sessions begin at sunrise. Three 2-hour lecture-laboratory periods per week. (WL) *Offered fall 2007, fall 2009. Prerequisite: One college-level biology course or consent of instructor.*

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 2-hour lecture-laboratory periods per week. (WL) *Offered each semester. Prerequisite: One college-level biology course or consent of instructor.*

248. Cellular and Developmental Biology (1). Cells are the fundamental units of life. Cellular mechanisms of metabolism and regulation, motility, cytoarchitectural dynamics, pattern formation, morphogenesis, information transfer, permeability, heat 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. Four hours of lecture-discus-

sion and one laboratory period per week. (WL) *Offered spring 2009.*
Prerequisite: One college-level biology or chemistry course, or consent of instructor.
Recommended: One college-level mathematics course.

260. BioMetabolism (1). *See Chemistry 260 for course description.*

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. Four hours of classroom activity and one laboratory period per week. (WL) *Offered each fall. Prerequisite: One college-level biology course and mathematics proficiency, or consent of instructor.*

291. Proseminar (¼-1). 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. Topics course. Prerequisite: Established individually for each offering, usually based on the background developed in other departmental courses.*

300. Biochemistry of Macromolecules (1). (WL) *See Chemistry 300 for course description.*

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 will be introduced using observational, experimental, and theoretical analysis. Laboratory exercises stress examination of natural populations in the field. Four hours of lecture-discussion and one laboratory period per week. (WL, LW) *Offered fall 2008. Prerequisite: Biology 247 and 289, or consent of instructor.*

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 neural conduction and require dissection. Students will prepare a review paper and oral presentation to understand better a specific topic of neurobiology. Four hours of lecture-discussion and one laboratory period per week. (WL, LW) *Offered fall 2008.*

Prerequisite: Biology 110 or 111, and Chemistry 117, or consent of instructor.
Highly recommended: Biology 357.

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. Four hours of lecture-discussion and one laboratory period per week. (WL, LW) *Offered fall 2007, fall 2009. Prerequisite: 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.

351. Plant Ecophysiology (1). This course examines the physiological interaction between plants and their environment. We will examine questions such as: How do plants obtain sufficient amounts of solar energy? How do plants acquire the water and mineral nutrients that are available in the soil? How do plants utilize energy, water, and mineral nutrients to grow and develop? What is plant stress? What structural and functional mechanisms do plants use to solve these problems? We will examine these physiological processes at the cellular, whole plant, and canopy levels, emphasizing quantitative methods of analysis and description. No previous background in physiology or plant biology is required. Four hours of classroom activ-

Biology (continued)

ity and one laboratory period per week. (WL, LW) *Offered spring 2008.*

Prerequisite: One college-level biology course, Biology 247, and one additional 200-level biology course, or consent of instructor.

357. Comparative Physiology (1).

Analysis of the systems of the body at different levels from the functions of the cell to the organ system, including mechanisms of control and integration of various systems. All levels of the animal kingdom, from unicellular to multicellular organisms, will be discussed, with emphasis on the adaptations and evolutionary history of various systems in physiology. Students will design and implement a project in physiology and prepare an oral and written presentation. Laboratory work requires dissection. Four hours of lecture-discussion and one laboratory period per week. (WL, LW) *Offered each spring.*

Prerequisite: One college-level biology course and one college-level chemistry course. Highly recommended: Biology 111 and 247.

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. (WL, LW) *Offered spring 2009. 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.*

382. Senior Seminar (1). The senior seminar in biology is the capstone experience for all biology and biochemistry majors at Beloit College. This two-semester course focuses on

the professional activities of biologists and is intended to transform an undergraduate biology or biochemistry major into a biologist. Throughout the course there will be an explicit emphasis on the formation and testing of scientific hypotheses and on the reporting of results. Students will participate in seminars presented by invited speakers, give seminar presentations, review manuscripts written by student authors, and write and submit manuscripts for publication. Manuscripts accepted for publication will be compiled and printed in *The Beloit Biologist*, which will be distributed to all participants before Commencement exercises. (LW)

Prerequisite: Senior standing as a major in biology or biochemistry, or consent of instructor. Must be taken in consecutive fall-spring semesters.

391. Directed Readings in Biology

(½, 1). Individual study under faculty supervision. *Prerequisite: Sophomore standing. Consent of faculty supervisor and chair of biology department.*

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.*

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.

396. Teaching Assistant Research

(½). Course, laboratory, and curriculum development projects with faculty.

Prerequisite: Sophomore standing. Consent of faculty supervisor and department chair.

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.

Chemistry

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

KATHLEEN GREENE

GEORGE LISENSKY

KATHLEEN MANDELL

ALFRED ORDMAN

LAURA PARMENTIER, chair

BROCK SPENCER

RAMA VISWANATHAN

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:
Analytical Chemistry: 220, 225
Organic Chemistry: 230, 235
Physical Chemistry: 240, 245
Inorganic Chemistry: 150, 250, 260, 300
 - c. Chemistry 280 (¼), 380 (¼), and 385 (½).
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 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 (WL) 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.
 - e. Computer programs and software supplement and enhance the skills for communication and writing in chemistry. Excel-based spreadsheets and macros are used throughout the curriculum. Students also learn how to use

Chemistry (continued)

specialized computation and visualization tools including MathCad, ChemDraw, Spartan, Gaussian, Chem3D, Protein Data Bank molecule 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: Mathematics 110, Physics 101, and 4 units in a complementary discipline as approved by petition to the department chair.
3. At least one summer or semester of full-time experience in a chemistry-related internship or program is strongly recommended.
4. Writing/Communication requirement: *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: Mathematics 110, Physics 101, Biology 206 or 372, Geology 100 or 110 and 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.*

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 major, with the following changes:
 - a. Mathematics 115, Physics 102.
 - b. Additional laboratory experience:
 1. One course from Chemistry 370, 375, 390 with laboratory work.
 2. Field term or internship with laboratory work.

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

1. All requirements of the biochemistry major, with the following changes:
 - a. The 100-level biology course must be Biology 141.
 - b. In place of 1 unit of upper-level elective choices, the student must complete Biology/Chemistry 260 and either Chemistry 240, 245, or 250.
 - c. Field term or internship with laboratory work must be completed.

Biochemistry Major (14 or 14 $\frac{1}{2}$ units)

See biochemistry in the catalog.

Chemistry Minor (5 ¼ units)

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

Description of Courses

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 will 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. Three two-hour class periods per week of combined lecture, laboratory, and discussion. (WL) 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 and possible retroactive credit for Chemistry 117.*

127. Biochemical Issues (1). Biochemical Issues is a course in which students experience doing what many biochemists do. They seek an interesting interdisciplinary area, such as nutrition or nerve signalling. The class acquires biochemical data and tests holistic solutions. Cooperatively, students acquire relevant biochemical skills beyond introductory biology and

chemistry. Individually, each student will complete a project using her/his own unique disciplinary background, which will result in a poster suitable for public presentation. (WL, LW). Offered each semester. *Prerequisite: Chemistry 117 or consent of instructor.*

150. Nanochemistry (1). Chemistry plays a significant role in the emerging interdisciplinary fields of nanoscience and nanotechnology. The nanoscale refers to materials with dimensions on the scale of nanometers (a thousandth of a thousandth of a thousandth of a meter). Control of the material world at the scale of atoms and molecules can produce materials with fundamentally different properties and behavior and has been touted as the next technological revolution. Some questions we will consider include: What nanotechnology already exists? What makes nanomaterials special? How can they be prepared? What tools can be used to study such materials? Four class periods and one laboratory period per week. Offered spring semester. *Prerequisite: Chemistry 117.*

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. Four class periods and one laboratory period per week. Offered each spring. *Prerequisite: Chemistry 117 or facility with mole calculations.*

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;

Chemistry (continued)

gas and liquid chromatography; microcalorimetry; and voltammetry. Four class periods and one laboratory period per week. May be taken more than once under different topics.

Topics course. Prerequisite: Chemistry 220 or Chemistry 230.

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. Four class periods and one laboratory period per week. *Offered each fall (230) and spring (235). Prerequisite: Chemistry 117. Chemistry 230 is prerequisite to Chemistry 235.*

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: Chemistry 220, Physics 101, and Mathematics 110.*

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

250. Solid State Chemistry (1). Solids are an important part of our materials-intensive world and at the foundation of many emerging technologies. This course focuses on the relationships among structure, composition, and periodic properties; the

characterization of atomic and molecular arrangements in crystalline and amorphous solids such as metals, minerals, ceramics, semiconductors and proteins; and applications to the fields of electronics, optics, magnetics, catalysis, and energy generation and storage.

Laboratory work emphasizes the synthesis, purification and characterization of inorganic compounds. Four class periods and one laboratory period per week. *Offered each fall. Prerequisite: Chemistry 220 or 230 or Geology 200 or Physics 210.*

260. BioMetabolism (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 membranes. Three two-hour class periods per week of combined lecture, laboratory, and discussion. (Also listed as Biology 260.) *Offered each spring. Prerequisite: Any 100-level biology course and Chemistry 230, or consent of instructor.*

280. Professional Tools for Scientific Careers (¼). Planning your future, defining and finding internship and post-college opportunities, finding 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.*

300. Biochemistry of Macromolecules (1). Structural and functional properties of nucleic acids, proteins, carbohydrates, and lipids. Laboratory experiments focus on techniques of expression, purification and characterization of biomolecules. Four class periods and one laboratory period per week. (Also listed as Biology 300.) (WL) *Offered each fall. Prerequisite: Chemistry 220, 235, and one from Biology 110, 111, 121, or 141.*

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. Topics course. Prerequisite: Varies with topic.*

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.*

385. Senior Thesis (½). Group and individual guidance on methods of writing a comprehensive paper, comprised of critical evaluation of a topic or original research in consultation at various stages of revision with a primary and secondary faculty reader.

390. Special Projects (¼-1). Research work under faculty supervision.

Prerequisite: Sophomore standing.

395. Teaching Assistant (¼, ½). Work with faculty in classroom and laboratory instruction. *Graded credit/no credit.*

396. Teaching Assistant Research (¼, ½). Course, laboratory, and curriculum development projects with faculty.

Prerequisite: Consent of instructor.

Classics

The study of classics is an entirely selfish endeavor. Its only goal is to understand better who they (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!" It is the understanding and application of these words where classics begins and ends.

Faculty

CONSTANTINE HADAVAS, chair

GENE MILLER

ARTHUR ROBSON

JOHN WATROUS

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 120 and 237; 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 (History 221, 222, Classical Studies 100, 150, 205, 225, 230, and 250). All these classes are normally designated WL. 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 the Student Symposium.

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 History 221 and 222; Philosophy 200 and 350; Art

120; Anthropology 110 and 310; and religious studies courses.

3. Writing/Communication requirement: *see classical philology major.*

Description of Courses

CLASSICAL STUDIES

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. (WL) *Topics course. Offered odd years, fall semester.*

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. (WL) *Topics course. Offered each spring.*

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. (WL) *Topics course. Offered each spring.*

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. *Offered each semester. Topics course.*

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 232.) *Prerequisite: One course in either classics, art history, or archaeology, or consent of instructor.*

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 233.) *Prerequisite: One course in either classics, art history, or archaeology, or consent of instructor.*

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. (WL)

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. (WL) *Topics course. Offered each fall.*

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

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

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

GREEK

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

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

Classics (continued)

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.

Prerequisite: Greek 108 or equivalent.

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.

Prerequisite: Greek 108 or equivalent.

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. *Prerequisite: Greek 108 or equivalent.*

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. *Prerequisite: Greek 108 or equivalent.*

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.) *Prerequisite: Greek 108 or equivalent.*

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. *Prerequisite: Two 200-level courses.*

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. *Prerequisite: Two 200-level courses.*

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.

Prerequisite: Two 200-level courses.

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 post-classical periods through an investigation of alternative approaches to theme, characterization, and society in the history of the theater. May be repeated for credit if topic is different. *Offered even years, spring semester. Topics course.*

Prerequisite: Two 200-level courses.

390. Special Projects (¼-1).

Prerequisite: Sophomore standing.

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

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

LATIN

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. *Offered each fall.*

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

200. Roman Laughter and Society (1). Exploration of the comic as a criti-

cal 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. *Offered even years, fall semester. Prerequisite: Latin 108 or equivalent.*

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. *Prerequisite: Latin 108 or equivalent.*

210. Livy and Tacitus (1). The first module focuses upon *Ab Urbe Condita*, Livy's picture of the priscac 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. *Prerequisite: Latin 108 or equivalent.*

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. *Prerequisite: Latin 108 or equivalent.*

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.

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. *Prerequisite: Two 200-level courses.*

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. *Prerequisite: Two 200-level courses.*

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. *Prerequisite: Two 200-level courses.*

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. *Prerequisite: Two 200-level courses.*

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

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

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

Comparative Literature

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

CHRISTOPHER FINK (English)

SHAWN GILLEN (English)

CONSTANTINE HADAVAS, chair
(classics)

TAMARA KETABGIAN (English)

DIANE LICHTENSTEIN (English)

SCOTT LINEBERGER
(modern languages and literatures)

SYLVIA LÓPEZ
(modern languages and literatures)

TOM McBRIDE (English)

CYNTHIA McCOWN
(English and theatre arts)

DONNA OLIVER
(modern languages and literatures)

ARTHUR ROBSON (classics)

JOHN ROSENWALD (English)

OSWALDO VOYSEST
(modern languages and literatures)

LISA HAINES 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 ACM seminars abroad, and in individual foreign study and work programs.

Description of Courses

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.) (WL, LW) *Offered each semester.*

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. *Offered each semester. Topics course. Prerequisite: Comparative Literature 190, or consent of instructor.*

246. Literary History, Theory, Practice (½, 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.*

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.

390. Special Projects (¼-1). Individually planned programs of reading or research under the supervision of a member of the comparative literature faculty. *Prerequisite: Sophomore standing.*

Computer Science

Computer science focuses on how to create a model for a real-world situation, how to represent that model inside a computer, and how to devise mechanizable techniques to manipulate that model. Such models and techniques are used to understand or investigate the situation or to solve real-world problems. Introductory courses prepare a student to do such problem-solving in any domain. Students pursuing a computer science major learn more advanced techniques for such modeling and also focus on models specific to computer science and computer technology. Upper-level elective courses prepare students for graduate-level study and for vocations in various computer fields.

Faculty

PAUL CAMPBELL, chair

DARRAH CHAVEY

STEVEN HUSS-LEDERMAN

PETER THERON

RAMA VISWANATHAN

Advanced Placement Credit

Supplemental to the College's general policies of Advanced Placement and Credit (see chapter 7), the department of mathematics and computer science may grant additional placement (based on advising by faculty) and/or credit (based on experience, self-teaching, equivalencing of courses from other institutions, or achievement in a subsequent course at Beloit). The department does not grant credit or placement for computer programming alone but for mastery of concepts and techniques of computer science.

Computer Science Major (11 ¾ units)

1. Nine and three-quarters departmental units:
 - a. Five and one-quarter units of core courses: Computer Science 121, 123, 125, 131, 201, 205, 211,

- 281, 301, and 381 taken twice.
- b. Four and one-half units in computer science taken from 221, 231, 241, 251, 301, 311, 321, 325, 331, 341, and 345. Note that a course used for requirement 1a. cannot be used to meet this requirement, but 301 may count if taken a second time as a different topic.
- c. A maximum of 1 unit of Computer Science 161, 261 and Physics 220 may be used to replace courses in 1b. Note that Physics 220 counts as ½ unit toward the major (even though it is a 1 unit course). In addition, ½ unit of an internship approved in advance by the department may be applied toward this 1 unit maximum.

2. Two supporting units
 - a. Mathematics 110 and either Mathematics 160 or 200.
3. Students planning to attend graduate school in computer science should consult with an advisor for additional courses that should be taken.
4. Writing/Communication requirement: At least five courses designated by the College as WL or LW, at least 2 units from inside the mathematics/computer science department and at least two courses 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, 205, 341, 345, 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 sig-

nificantly 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.

Computer Science Minor (5 ¾ units)

1. Five and three-quarters departmental units:
 - a. Three and three-quarters units of core courses: Computer Science 121, 123, 125, 131, 201, 205, 281, and 381.
 - b. Two units in computer science taken from 211, 221, 231, 241, 251, 301, 311, 321, 325, 331, 341, and 345.

Description of Courses

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. *Offered each semester, first module.*

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 each spring.*

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 each fall, second module. Prerequisite: Computer Science 121 or experience with programming.*

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. (LW) *Offered each spring, second module. Prerequisite: Computer Science 121 or experience with programming.*

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.) *Offered odd years, spring semester. Prerequisite: Computer Science 121 and Mathematics 110 or consent of instructor.*

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. Topics course. Prerequisite: Varies with topic.*

Computer Science (continued)

201. Data Structures and Abstraction (½). Practical coverage of data structures with opportunities for software problem-solving. Covers basic data structures, complexity analysis, and standard software for their implementation. Students learn to use abstractions of data structures to write software to solve applied problems, hence the course is suitable for a wide variety of students seeking a deeper understanding of programming in an applied context. *Offered each fall, first module. Prerequisite: Computer Science 131.*

205. Algorithms and Design (½). Additional coverage of data structures, including advanced linked-lists, skip lists, general and balanced trees, hashing, and graphs, together with algorithms to implement them, plus algorithms for diverse sorting methods. This course covers details of complexity analysis of algorithms, including recursive algorithms; going beyond Computer Science 201, students learn and implement the details of these algorithms in solving problems, while analyzing the tradeoffs in choice of data structures and algorithms. (LW) *Offered each fall, second module. Prerequisite: Computer Science 201.*

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 each fall, first module. Prerequisite: Computer Science 131.*

221. Programming Language Paradigms (½). Explores the depths and complexities of language concepts

such as variables, loops, arrays, parameters, and pointers by examining approaches different from those in Java and C++. Offers perspectives on choice of language to suit a problem context. *Offered even years, spring semester, second module. Prerequisite: Computer Science 131.*

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, first module. Prerequisite: Two courses from Computer Science 121, 123, 125.*

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, first module. Prerequisite: Computer Science 123 and 125.*

251. Web Programming (½). Web design and programming using the client-server model, featuring client-side scripting, the design of Web pages, and the development of server-side script-based applications accessed through the Common Gateway Interface (CGI). Students use JavaScript for client-side scripts and PERL and PHP to write server-side applications. An accompanying theme is good human-computer interface design. *Offered even years, fall semester, first module. Prerequisite: Computer Science 131.*

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 201 and Mathematics 110 or consent of instructor.*

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. Topics course. Prerequisite: Varies with topic.*

281. Social and Professional Issues (¼). This course addresses risks, liabilities, and economic and ethical considerations in computer science. It is designed as a junior-year capstone experience to unify the topics covered in several core computer science courses as well as prepare students for the senior capstone experience. *Offered each spring, first module. Prerequisite: Computer Science 123 and 201 or consent of instructor.*

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 algo-

rithms; net-centric algorithms; analysis of algorithms; graph algorithms; and genetic algorithms. May be repeated for credit if topic is different. *Offered each fall, second module. Topics course.*

Prerequisite: Computer Science 205. Corequisite: Mathematics 160 or 200.

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 even years, fall semester, second module. Prerequisite: Computer Science 125, 205, and 211.*

321. Database Applications (½). The design of modern database systems and their practical use: the relational model; the SQL language for queries; and access via PHP, Java, and Web interfaces. Setup and security of database systems may be covered. Includes a team project to design and implement a database application based on student interests. This course offers practical experience with databases and their software implementations and hence can be particularly useful to students in disciplines outside computer science. *Offered odd years, spring semester, first module. Prerequisite: Computer Science 131. Students are encouraged to take Computer Science 251 to get a background in PHP and script programming or else have experience in creating such programs.*

325. Database Principles (½). The foundations of databases (normalization and relational algebra), the necessary algorithms (advanced trees, hashing, and external sorting), and implementation details (file storage and optimization). *Offered odd years, spring semester, second module. Prerequisite: Computer Science 205 and 321.*

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

Computer Science (continued)

of virtual reality. *Offered odd years, fall semester, second module. Prerequisite: Computer Science 205 and 211. Co-requisite: Mathematics 160 or 200.*

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. (LW) *Offered even years, spring semester, first module. Prerequisite: Computer Science 205.*

345. Software Engineering (½). Techniques in the creation of software packages, with emphasis on the use of tools to facilitate team-built projects. Includes programming techniques to support such projects, project management, testing methodologies and tools, and techniques for validation of software components. Emphasizes contemporary software development models, such as extreme programming. (LW) *Offered even years, spring semester, second module. Prerequisite: Computer Science 341.*

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. Topics course. Prerequisite: Varies with topic.*

381. Software Development Projects (½). In this senior capstone experience, students work in teams to enhance publicly available software through design, implementation, and deployment, and they regularly present ideas, progress reports, writing designs, and reflective essays. (LW) *Offered each semester. Prerequisite: Computer Science 205 and two courses higher than 205 or consent of instructor. Computer Science majors are strongly encouraged to take Computer Science 211 before taking this course.*

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

Economics and Management

The Samuel J. Campbell Department of Economics and Management provides three majors—economics, economics and management, and business administration—to allow students to attain their own goals and objectives. All department majors are designed to provide a basic understanding of the framework and key institutions of modern economic systems. Each major also provides students with the opportunity to develop expertise in 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.

Faculty

JEFFREY ADAMS, chair

SCOTT BEAULIER

EMILY CHAMLEE-WRIGHT

ROBERT ELDER

JERRY GUSTAFSON

JOSHUA HALL

L. EMIL KREIDER, emeritus

WARREN PALMER

Economics Major (13 units)

1. Ten departmental units (6 of which must be Beloit College units):
 - a. Economics 199, 211, 212, 251, 303, 305, and 380.
 - b. One unit from 203, 204, 205, 206, 207, 208.
 - c. Two units chosen from 235, 236, 238, 245, 265, 320, 336, 370.
2. Supporting courses (3 units):
 - a. Mathematics 110 and 115.
 - b. Mathematics 175 or 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 are writing-to-learn (WL) classes. Two core courses required of all majors, 251 and 380, are WL classes that provide special writing and speaking opportunities. Departmental majors must also take at least one learning-to-write (LW) course outside the department and should take this course prior to enrolling in one of the department's writing-to-learn (WL) courses: Economics 204, 206, 235, 236, 238, 251, 315, 336, 370, 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

Economics and Management (continued)

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.

Economics and Management Major (10 units)

1. Ten departmental units (6 of which must be Beloit College units):
 - a. Economics 199, 211, 212, 251, 302 or 303, and 380.
 - b. Two units chosen from 203, 204, 205, 206, 207, 208.
 - c. Two units chosen from 214, 215, 235, 236, 238, 245, 265, 305, 315, 320, 336, 370.
2. International requirement:
see economics major.
3. Writing/Communication requirement: *see economics major.*
4. Experiential education expectation:
see economics major.

The economics and management major is a highly flexible one that will allow the student to draw upon courses in both traditional economic fields and business courses. Careful choice of electives and supporting courses allows the student to develop a full and rich understanding of economic ideas and institutions as well as the acquisition of skills that organizations find immediately useful. Through careful selection of courses, a student can emphasize a particular direction of inquiry or career planning. In particular, private management, public management and policy, international management, industrial and labor relations, and pre-law studies are concentrations that have been successfully developed.

Business Administration Major (11 units)

1. Eleven departmental units (6 of which must be Beloit College units):
 - a. Economics 199, 211, 212, 214, 215, 251, and 380.
 - b. Two units chosen from 203, 204, 205, 206, 207, 208.
 - c. Two units chosen from 235, 236, 245, 265, 303, 305, 315, 320, 336, 370.
2. International requirement:
see economics major.
3. Writing/Communication requirement: *see economics major.*
4. Experiential education expectation:
see economics major.

The business administration major has at its core a two-course sequence in accounting and finance. These courses build on the foundations of economic analysis sequence. Students majoring in business administration will be well prepared for a wide range of post-graduation options with this major, from graduate study in business to immediate entry into the work place. The business administration major is particularly strong for students preparing for careers in financial markets and institutions.

Description of Courses

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. *Offered each semester.*

203. International Economics (1). This course provides students with a historical perspective on the causes and consequences of dramatic increases (and occasional declines) in international trade volumes in the modern era. This historic perspective is viewed through the lens of international trade theory and gives stu-

dents an understanding of contemporary policy debates as they relate to international commerce. The course focuses on the costs and benefits of global economic interdependence overall and tracks the effects of international trade (or lack of trade) within the context of specific countries. This course is designed for students who plan to enter an international business career or to work for government and international organizations in activities affected by international economic relations. *Prerequisite: Economics 199.*

204. Economic Development (1). Economic analysis of the growth problems of less-developed countries. The meaning and measures of economic growth. Cultural and institutional factors, mobilization of savings and investment, foreign aid, allocation of investment resources. Industrialization and agriculture, trade and development, human resource development. (WL) *Offered occasionally. Prerequisite: Economics 199.*

205. Energy and Environmental Economics (1). The main idea underlying this course is that the design and critique of environmental policies must be grounded in a solid understanding of economic principles and that environmental problems created by human societies are primarily caused by economic systems. Another major theme of the course is that most major environmental problems are either directly or indirectly connected to the production and consumption of energy, thus the study of environmental economics is advanced by studying energy economics. The course examines basic economic methods for understanding how to achieve environmental goals with particular emphasis on decentralized, incentive-based mechanisms. *Prerequisite: Economics 199.*

206. The Chinese Economy and Economic Reform (1). This course examines the development of the Chinese economy since the 1800s. The first half of the course covers both basic theoretical material and the development of the Chinese economy 1800-1978. The second half of the course

studies how China has emerged as a major industrial power and as the world's most interesting example of economic reform of a command economy. (WL) *Prerequisite: Economics 199.*

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. *Offered each year. Prerequisite: Economics 199.*

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 each year. Prerequisite: Economics 199.*

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. Students will also be introduced to the models and methods of general equilibrium analysis. *Prerequisite: Economics 199.*

Economics and Management (continued)

212. Foundations of Economic Theory: Macroeconomics (1). In this course, construction of an organized theoretical framework facilitates an understanding of the behavior of variables such as GDP, inflation, and unemployment. An open economy approach is taken, and international analyses abound. Alternative fiscal and monetary policy strategies receive scrutiny in a variety of environments. Important contributions from macroeconomists representing schools of thought (e.g., Classical, Keynesian, New Classical, New Keynesian) from throughout the 20th century are presented. *Offered each semester. Prerequisite: Economics 199 and 211.*

214. Accounting Foundations for Business Finance (1). A one-semester survey designed to make the student "accounting literate." Financial accounting topics include: double-entry bookkeeping, analysis of financial statements, depreciation methods, and inventory accounting. Topics in management accounting include: behavior of costs, cost-volume-profit analysis, and capital budgeting. Students will gain proficiency using computer spreadsheets by building financial models. *Offered each fall. Prerequisite: Economics 199 and 211.*

215. Introduction to Business Finance (1). Development of theoretical principles of financial management as an extension of general economic principles. Use of accounting and statistical tools in applying theoretical principles to the management of working capital, capital budgeting, and long-term financing. *Offered each spring. Prerequisite: Economics 199, 211, and 214.*

216. Investment Analysis (1). Introduction to the basic tools of investment analysis, stressing application to common stocks and bonds. The course emphasizes the development of tools and analysis useful to individual investors. *Offered even years, fall semester. Prerequisite: Economics 199 and 211.*

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. (WL) *Offered each spring. Prerequisite: Economics 199, 211, and 212.*

236. African Markets and Institutions (1). This course addresses the African economic experience from an institutional perspective. Institutional economics and economic anthropology literature will provide the theoretical framework for this course. Topics to be covered include: the effects of colonialist and independent governance upon indigenous economic institutions, the effects of international aid in the post-colonial era, and the role of entrepreneurship in the African market economy. (WL) *Offered occasionally. Prerequisite: Economics 199 and 211.*

238. 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. (WL) *Offered occasionally. Prerequisite: Economics 199 and 211 or 212.*

245. Money and Banking (1). The nature and functions of money and of commercial banks and a critical analysis of the operation of the modern commercial banking system. Central banking, the Federal Reserve System, and monetary policy. The relationships of money and credit to price levels and national income. *Offered each fall. Prerequisite: Economics 199, 211, and 212.*

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. (WL) *Offered each semester. Prerequisite: Economics 199 and 211.*

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 each spring. Prerequisite: Economics 199 and 211.*

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. *Topics course. Prerequisite: Economics 199.*

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. *Topics course. Prerequisite: Economics 199 and 211.*

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. *Prerequisite: Economics 199, 211, and 251.*

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.*

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 each fall. Prerequisite: Economics 199, 211, 212, Mathematics 110 and 115.*

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. (WL) *Offered each fall. Prerequisite: Economics 199 and 211.*

Economics and Management (continued)

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 and 211.*

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. (WL)
Offered occasionally. Prerequisite: Economics 199 and 211.

370. History of Economic Thought

(1). The objective in this course is to acquire an in-depth understanding of a particular topic, thinker(s), or debate within the history of economic thought. Students will be asked to write an original thesis, drawing upon in-class and outside readings. For details regarding the focus of the course in any given semester, students may consult with the instructor. (WL)
Offered occasionally. Prerequisite: Economics 199, 211, and 212.

380. Economics, Economists, Economy (1).

Capstone course for departmental majors. Reflections upon theories of markets, competition, employment and appraisal of their ability to address problems of actual economies. Focus on methodology, critiques from Austrian, public choice, and institutionalist perspectives. Role of value and ideology in economic thinking about welfare and policy. Analysis of relation of economics to discipline of business. Consideration given to ability of economics to promote collectively rational social action. (WL)

Prerequisite: Senior standing and Economics 199, 211, 212, and 251.

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.).

Prerequisite: Economics 199.

Education and Youth Studies

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 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

GLORIA ALTER

SONJA DARLINGTON, chair

KATHLEEN GREENE

MICHAEL MERRY

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,

Education and Youth Studies (continued)

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, 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, 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 Web site. 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:

- middle childhood/early adolescence (grades 1-8)
- early adolescence/adolescence

(grades 6-12)
art (grades 1-12)
drama (grades 1-12)
foreign language (grades 1-12)

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

The state of Wisconsin has several additional requirements for licensure, 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). Placements are available in Beloit, in other parts of Wisconsin, northern Illinois and Chicago, in other neighboring states, and in virtually any other country in the world. The education and youth studies department encourages students to student-teach or engage in field experience outside the United States. Students 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, coursework, and other relevant experience. In recent years students have taught in South Africa, Australia, New Zealand, Ireland, England, Germany, Norway, and Thailand.

Teacher placement: A teacher placement bureau under the direction of Field and Career Services is maintained to assist certified students in obtaining positions and also to aid in the advancement of alumni in the teaching profession.

Special Programs:

Coaching Certification

The department of education and the

department of physical education, recreation, and athletics offer the opportunity of professional training in a program leading to coaching certification for students who also earn elementary or secondary teaching certification. The 4 units of course work offered by the physical education department for this program may be counted toward the 31 units required for graduation. See a member of the education and youth studies faculty for further details.

Required physical education courses include (*see physical education department in chapter 5 for course descriptions*):

300: Prevention and Care of Athletic Injuries

308: Physiological Foundations of Athletic Coaching

310: Principles and Problems of Coaching

AND the equivalent of 1 unit chosen from:

302: Theory of Coaching Basketball ($\frac{1}{2}$)

304: Theory of Coaching Various Sports ($\frac{1}{4}$)

306: Theory of Coaching Football ($\frac{1}{2}$)

Four years of participation in a varsity sport will be counted as equivalent to $\frac{1}{2}$ unit of coaching in that sport.

No more than 4 units of physical education courses may be counted toward the 31 units required for graduation. Students who wish to take coaching certification courses but do not wish certification may do so, but are subject to the same credit maximum as above. A total of 1 unit of coaching theory is required. Additional theory courses may be elected.

Description of Courses

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

Education and Youth Studies (continued)

framework and foundation for future study in education. Includes 10 hours of field experience. (WL, LW) *Offered each semester.*

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. *Offered each semester.*

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. *Offered each spring.*

152. Psychologies of Adolescence and Education (1). This course addresses a wide range of psychological and educational issues for adolescents, with special attention to indi-

vidual 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 each fall.*
Prerequisite: Preference will be given to students with a prior course in either education and youth studies or psychology, but others will be admitted, space permitting.

204. Constructing Difference (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. *Offered each semester.*
Prerequisite: Any introductory course in the social sciences.

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

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 at least 25 hours of field experience. *Offered each spring. Prerequisite: Education and Youth Studies 101 or 102, 151 or 152, and 204, or consent of instructor.*

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 at least 25 hours of field experience. *Offered each fall. Prerequisite: Education and Youth Studies 101 or 102, 151 or 152, and 204.*

267. Curricula and Theories for Adolescents (1). This course is an in-depth examination of the philosophy and history of U.S. secondary and middle school education, secondary 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 stu-

dents, teachers, and communities. Coursework 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 begin the development of the structure and content of their teaching portfolios. Includes at least 25 hours of field experience. *Offered each fall. Prerequisite: Education and Youth Studies 101 or 102, 152, and 204.*

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 at least 25 hours of field experience. *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.*

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 each semester. Topics course. Prerequisite: Varies by topic.*

Education and Youth Studies (continued)

277. Pedagogies and Methods for Adolescents (1). This course focuses on teaching in a specific content area and preparing for full-time and/or part-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 at least 25 hours of field experience. *Offered each spring.*
Prerequisite: Education and Youth Studies 101 or 102, 152, 204, and 267.

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 at least 25 hours of field experience. *Offered each spring.* *Prerequisite: Two prior courses in education, history, or anthropology.*

296. Research: Principles and Methods (1). An in-depth, critical introduction to principles and methods of education research. Major forms and types of education research, including large and small-scale projects that use psychological, historical, sociological, anthropological, and interdisciplinary approaches employing qualitative and quantitative methods, will be explored and critically analyzed. Students will design, plan, complete, and evaluate a comprehensive research project in education. Methodological and content focus varies according to instructor and student interest. When this course is offered with an international focus, it serves as a prerequisite for overseas student teaching and field experiences. *Offered each spring.*
Prerequisite: Education and Youth Studies 101 or 102, 151 or 152, and 204, or consent of instructor.

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. *Offered each fall.* *Prerequisite: Education and Youth Studies 101 or 102, 151, 204, 252, 262, 272, 282, one elective, and consent of department.*

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. *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.

306. Fieldwork: Youth and Education (1-3). 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 each fall. Prerequisite: Education and Youth Studies 296 and consent of instructor.*

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.*

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

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 to members of the education and youth studies department faculty and students. *Offered each semester. Prerequisite: Completion of all education and youth studies major requirements except student teaching or field work and the recommendation of the department.*

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

English

The English department offers three majors: literary studies, creative writing, and rhetoric and discourse. 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. The rhetoric and discourse major encourages students to analyze modes of persuasion in several types of written formats, such as essays, advertisements, and electronic mail.

Faculty

FRANCESCA ABBATE

RICHARD BAUSCH, Lois Wilson
Mackey'45 Distinguished Professor
of Creative Writing, 2008

CHRISTOPHER FINK

LYNN FRANKEN

SHAWN GILLEN

TAMARA KETABGIAN

CHARLES LEWIS

DIANE LICHTENSTEIN

TOM McBRIDE

CYNTHIA McCOWN, chair

JOHN MORGAN

JOHN ROSENWALD

DEBRA SCHWARTZ

LISA HAINES WRIGHT

STEVEN WRIGHT

Literary Studies Major (14 or 15 units)

1. Ten (or 11) departmental units:
 - a. English 190, 195, 196, 205; 246

or two theory-designated "TD" courses; and 301 or 310.

- b. Four additional literature units: one of which must be in American literature, and one of which must be in British literature. Of these 4 units, 2 must be in early literature (251, 252, 256) and 2 must be in later literature (253, 254, 257, 258).
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:
 1. Compilation of 20 pages of the best and/or most representative work from literary studies courses.
 2. 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, creative writing, or rhetoric and discourse.

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 such courses as English 150 and 160.

Rhetoric and Discourse Major (9 units and an internship)

1. Eight departmental units:
 - a. English 160, 190, 195, 196, 205, 226, and 360 or an appropriate 300-level literary studies course.
 - b. One 200-level literary studies course approved by the rhetoric and discourse advisors.
2. Applied internship in rhetoric and discourse.
3. One supporting course chosen from Theatre Arts 100, 105 or Philosophy 100.
4. Writing/Communication requirement: *see literary studies major.*

Double Majors: Students who complete requirements for any two English majors are recognized as double majors in English. Such students must complete normal major requirements for supporting courses. Double majors also are subject to the normal restriction of a maximum of 13 department course units for major credit, and a minimum of 18 course units outside the department for graduation credit.

Special Projects: No more than 1 unit of standard special projects credit may be applied toward any major.

Teacher Certification: Students intending to teach on the elementary or secondary level should confer as soon as possible with the department of education and youth studies and with the appropriate advisor in the department of English.

English Minor (6 units)

1. English 190, 195, 196.
2. Two from 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.

English (continued)

Journalism Minor

(See chapter 4)

Description of Courses

150. Writing Across the Curriculum (1). Extensive practice in the writing specific to different academic fields, such as art criticism, sociology, and chemistry. The course covers writing rules appropriate to the humanities, social sciences, and natural sciences. Examples for study will include both student and professional writing in various academic subjects. Writing in professional journals will be foregrounded. (LW) *Offered occasionally. Prerequisite: Sophomore standing.*

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 World Wide Web, electronic databases, etc.) to strengthen their thinking and writing. (LW)

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.) (WL, LW) *Offered each semester.*

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. (WL) *Offered each semester. Prerequisite: English 190.*

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. (WL) *Prerequisite: English 190.*

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.*

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

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.*

211. Advanced Poetry-Writing (½, 1). Advanced practice in the techniques of poetry-writing. Composition and discussion of original poems. (WL) *Offered occasionally. Prerequisite: English 205 and 210.*

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 215.) (WL) *Prerequisite: English 205 or Theatre Arts 110.*

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.*

221. Advanced Fiction-Writing (½, 1). Advanced practice in the techniques of fiction-writing. Composition and discussion of original stories. *Offered occasionally. Prerequisite: English 205 and 220.*

223. Topics in Creative Writing (½, 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.*

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. (WL) *Offered each spring. Prerequisite: English 205.*

227. The Mackey Workshop (½, 1). Advanced practice in poetry-writing, fiction-writing, play-writing, or essay-writing. Genre varies with the particular instructor, who will always be the Lois Wilson Mackey’45 Distinguished Professor of Creative Writing. *Prerequisite: Varies with instructor.*

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 234, when appropriate.) *Topics course. Prerequisite: Varies with instructor.*

246. Literary History, Theory, Practice (½, 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.*

251. Studies in Medieval Literature (½, 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. (WL) *Topics course. Prerequisite: Varies with instructor.*

252. Studies in Renaissance Literature (½, 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 252, when appropriate.) *Topics course. Prerequisite: Varies with instructor.*

253. Studies in Restoration and Enlightenment Literature (½, 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.*

English (continued)

254. Studies in Romantic Literature ($\frac{1}{2}$, 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.

256. Studies in American Literature Before 1860 ($\frac{1}{2}$, 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.

257. Studies in Literature, Later 1800s and Early 1900s ($\frac{1}{2}$, 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.*

258. Studies in Literature, Later Twentieth Century ($\frac{1}{2}$, 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.

271. Topics in Literature and Criticism ($\frac{1}{2}$, 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. *Topics course.*
Prerequisite: Varies with instructor.

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.*

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.

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.* *Topics course.* *Prerequisite: English 160 or consent of instructor.*

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

390. Special Projects ($\frac{1}{2}$, 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; English 160, 190 for rhetoric and discourse projects.*

Environmental Studies

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, chair (biology)
GEORGE LISENSKY (chemistry)
CAROL MANKIEWICZ (geology and biology)
CARL MENDELSON (geology)
WARREN PALMER (economics and management)
LAURA PARMENTIER (chemistry)
JAMES ROUGVIE (geology)
BROCK SPENCER (chemistry)
SUSAN SWANSON (geology)
MATTHEW TEDESCO (philosophy)

PABLO TORAL (political science)

Environmental Biology Major (15 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 (13½ 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 (14½ 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. A gateway course, Environmental Studies 250: Environment and Society, and a capstone course, Environmental Studies 380: Senior Colloquium in Environmental Studies, integrate the major. Environmental Studies 250 introduces students to the interdisciplinary study of environmental issues.

Environmental Studies 380 provides an opportunity for students to reflect upon the diverse perspectives on environmental issues that they have studied.

1. Natural science courses:
 - a. Two units of introductory natural science from different departments chosen from Biology 111, 121, 141, 151, Chemistry 117, Geology 100, 110, Physics 101, 150.
 - b. Two additional natural science units, with no more than 1 unit at the 100 level, chosen in consultation with the advisor from Biology 111, 121, 141, 151, 201*, 217, 220, 337, 343, 351, 357, 372; Chemistry 117, 220; Computer Science 121, 123, 131; Environmental Studies 258; Geology 100, 110, 200, 215, 230, 235, 240; Mathematics 104, 110; Physics 101, 102*, and 210*.
2. Social science, arts and humanities, and environmental studies courses:
 - a. Economics 199.
 - b. One introductory political science unit chosen from Political Science 110, 130, 160, 180.
 - c. Two additional social science, arts and humanities, and environmental studies units chosen in consultation with the advisor from Anthropology 312, Economics 204*, 205, 271, Environmental Studies 258, 276, 320, Philosophy 220*, 224, Political Science 110, 130*, 160*, 180, 235*, 236*, 240*, 241*, 246*, 255, Sociology 250, 265.
3. Environmental Studies 250.
4. One statistical analysis unit chosen from Anthropology 240, Biology 247, Economics 251, Mathematics 106, Psychology 150, Sociology 305.
5. Four additional units chosen in consultation with the advisor from items 1.b. and 2.c. In general, these courses should be above the 100 level, although with an appropriate rationale, the advisor may approve 100-level courses.

6. Senior Colloquium: Environmental Studies 380 (½ unit).
7. A summer or semester of full-time experience in environmental research or action is strongly recommended.
8. Writing/Communication requirement: Writing in environmental studies incorporates the multiple traditions that inform the examination of human/environment interactions. Students will be exposed to natural science and social science communication styles in their introductory and advanced disciplinary courses. The gateway course, Environmental Studies 250, interdisciplinary environmental courses, and the capstone course, Environmental Studies 380, will provide 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: Oak Ridge science semester, Marine Biological Laboratory programs, Costa Rica

Environmental Studies (continued)

program abroad, Tanzania program abroad, Coe College Wilderness Field Station, Environmental Management and Forestry program, Chamberlin Springs, Newark Road Prairie.

Environmental Studies Minor (6 units)

1. Five courses, chosen in consultation with an environmental studies advisor, that have an emphasis on understanding environmental problems or solutions; earth systems; or natural resources. Such courses include Anthropology 312; Biology 206, 372; Chemistry 220; Environmental Studies 250; Geology 100, 110, 235, or 240; Philosophy 224, and a variety of economics and political science courses. In addition, many courses that have been offered on an occasional basis (e.g., Nature Writing, Environmental Issues) and other courses that might allow significant emphasis on environmental topics via student projects (e.g., Journalism 125, where the student writes articles on environmental issues) would be appropriate.
2. One interdisciplinary studies course, such as Environmental Studies 258, 276, or 320, that focuses on environmental issues and/or solutions. Because this course best serves as a capstone experience, it is normally taken after completing at least 3 of the 6 required units.
3. At least 3 of the 6 units must be at or above the 200 level. Courses must be from at least two divisions. Normally, courses taken to satisfy major requirements do not count toward the environmental studies minor.
4. Students must achieve a cumulative grade point average of at least 2.0 in courses presented in fulfillment of the minor.

5. The following, if appropriate and approved in writing by the chair of environmental studies, may substitute for courses listed above: research experience, internships, field terms, or environmentally focused courses taken in off-campus programs.

Description of Courses

250. Environment and Society (1). An interdisciplinary introduction to social, political, and scientific aspects of environmental issues from both historical and contemporary perspectives. Topics include human population, ecology, energy, resources, sustainability, biodiversity, and global change. Students who have taken Biology 206 for credit may not take this course. (LW) *Prerequisite:* One introductory natural science unit from Biology 111, 121, 141, 151, Chemistry 117, Geology 100, 110, Physics 101, 150 and 1 introductory social science unit from Economics 199, Political Science 110, 130, 160, 180.

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.

276. Environmental Science and Policy (1). How is scientific information translated into public policy? This course examines the interaction of the scientific community, legislators, and the public throughout the policy-making process. Case studies from different fields are examined; these may include verification of nuclear weapons testing, locating sites for high-level radioactive

waste disposal, controlling greenhouse gas emissions, and ozone depletion. Readings and discussion emphasize the scientific basis of existing and proposed policy. Student presentation of the legal, ethical, societal, and economic issues surrounding a particular policy is an important component of the course. *Prerequisite: One lab-science course, sophomore standing or consent of instructor.*

320. Challenge of Global Change (1). An in-depth investigation of some of the environmental issues faced by humankind and possible ecological changes that may occur if we do not deal with them. After approaching a given topic from many directions (scientific, political, economic, sociological, for example) students attempt to identify practical solutions for effecting favorable change. Topics include global warming; toxic air, land, and water; the depletion of natural resources; and the impact of growing human population. *Prerequisite: At least 3 units from the slate of courses for the environmental studies major.*

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 in this course, 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. (LW) *Offered each spring. Prerequisite: Senior standing in an environmentally related major.*

390. Special Projects (¼, ½, 1). Research work under faculty supervision. *Prerequisite: Sophomore standing.*

395. Teaching Assistant (¼, ½). Work with faculty in classroom, laboratory, and field instruction of a class. *Graded credit/no credit.*

396. Research Assistant (½, 1). Work with faculty on a research project.

Geology

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

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

Faculty

STEPHEN BALLOU

KELLY LaBLANC

CAROL MANKIEWICZ

CARL MENDELSON, chair

JAMES ROUGVIE

RICHARD STENSTROM (emeritus)

SUSAN SWANSON

HENRY WOODARD (emeritus)

Geology Major (12 ½ units)

1. Nine and ½ departmental units:
 - a. Geology 100 or 110, 105, 200, 215 (1½), 380 (¼), 381 (¼), and 385 (½).
 - b. Four units from Geology 205, 210, 220, 230, 235, and 240.
2. Supporting courses (3 units):
 - a. Mathematics 110 and Physics 101.
 - b. One chemistry course from 117, 220, 230, 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.

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.

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 WL courses:
230: Sedimentology
235: Geomorphology
325: Tectonics

Our thesis requirement is designed to develop disciplinary expertise in communication. The following courses support the thesis requirement and are designated LW:

380 and 381: Departmental Seminar
385: Thesis Research

Environmental Geology Major (13 ½ units)

- Six and ½ departmental units:
 - Geology 100 or 110, 200, 215 (1½), 380 (¼), 381 (¼), and 385 (½).
 - Two from Geology 230, 235, 240.
- Supporting courses (7 units):
 - Two from Biology 121, 151, 206, or Geology 105.
 - One from Chemistry 117, 220, 230, 250, or Physics 101.
 - One from Biology 247, Mathematics 106 or 110.
 - Three from appropriate courses in environmental studies, economics, and political science; such courses must be chosen in consultation with the major advisor.
- Thesis.
- Strongly recommended:
 - Proficiency in a spoken foreign language.
 - Summer internship or field-intensive program incorporating aspects of environmental geology.
- 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.
- Writing/Communication requirement: *See geology major.*

Geology Minor (5 ½ - 6 units)

- Five and ½ or 6 departmental units:
 - Geology 100 or 110 and 105.
 - Four units from 200-level courses. If Geology 215 is taken, a total of 3 ½ units from 200-level

geology courses will satisfy this requirement.

- Declared minors in geology are invited to elect Geology 171 and are encouraged to participate in the spring field excursion.

Description of Courses

100. Principles of Geology (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. *Offered yearly.*

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. *Offered each spring.*

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

Geology (continued)

not take this course for credit. *Offered yearly.*

171. Field Excursion Seminar ($\frac{1}{4}$, $\frac{1}{2}$). 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. Prerequisite or co-requisite: Geology 100 or 105 or 110.*

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. *Offered each fall. Prerequisite or co-requisite: Geology 100 or 110.*

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 each spring. Prerequisite: Geology 200.*

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 even years, fall semester. Prerequisite: Geology 105 or Anthropology 120 or one course in biology. Geology 100 or 110 recommended.*

215. Field Geology (1½). Techniques of collecting, recording, and presenting geologic data. The use of the Brunton compass, magnetometer, GPS, surveying techniques, and surface and groundwater hydrogeology field meth-

ods. 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. *Six-week course offered odd years, summer. Prerequisite: Two units in geology.*

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 odd years, spring semester. Prerequisite: Geology 100 or 110 and 200.*

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. (WL) *Offered even years, fall semester. Prerequisite: Geology 100 or 110; Geology 105 and 200 highly recommended.*

235. Geomorphology (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. (WL) *Offered each fall. Prerequisite: Geology 100 or 110.*

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 even years, spring semester.

Prerequisite: Geology 100 or 110; Mathematics 110 highly recommended.

250, 251. Advanced Topics in Geology ($\frac{1}{2}$, 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. *Topics course. Prerequisite: Dependent upon subject matter.*

325. Tectonics (1). The structural and chemical evolution of the continental lithosphere from the Archean to present. Lectures and laboratory focus on the kinematics of plate motions, continental growth, geochronology, geothermobarometry, and thermal modeling. Mountain belts from Earth, Venus, and Mars are used as case studies. Basic computer and mathematical skills, including calculus, are expected. (WL) *Offered occasionally. Prerequisite: Geology 205, 220; Mathematics 110; or consent of instructor.*

331. Stratigraphy ($\frac{1}{2}$). 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.*

380, 381. Departmental Seminar ($\frac{1}{4}$ each). (Both required for graduation.) During the spring and fall terms, all second-term junior and first-term senior majors participate in a seminar with the geology staff. The seminar consists of readings and discussions dealing with the philosophical and historical roots of geology, review and discussion of recent publications in geology, and preparation of the undergraduate thesis. (LW) *380 offered each spring; 381 offered each fall.*

385. Thesis Research-Geology ($\frac{1}{2}$, 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. (LW) *Prerequisite: Sophomore standing and consent of the faculty supervisor and department chair.*

390. Special Projects ($\frac{1}{4}$ -1). Individual study under faculty supervision; evaluation based on appropriate evidence of achievement. *Prerequisite: Sophomore standing.*

Health and Society

The health and society major provides a program for the interdisciplinary study of health and medical care in the United States and around the world. The major combines the study of the natural sciences, social sciences, and the humanities to enable students to explore critical topics such as social inequalities and health, cultural differences in defining and treating health problems, the function of the health care system, and questions related to human rights and health. Students who choose the health and society major have an opportunity to do internships at local hospitals, clinics, and health departments or to develop internship and research opportunities during study abroad programs.

Health and society graduates have pursued advanced degrees in medicine, public health, social work, and health law. They work in governmental and non-governmental organizations and in business.

Faculty

MARION FIELD FASS, chair
(biology)

NANCY KRUSKO (anthropology)

MATTHEW TEDESCO (philosophy)

Health and Society Major (13 ½ units)

1. Two units from the following sciences: Biology 110, 141, 201, Chemistry 117, 230, or Geology 110.
2. Two units from the following social sciences: Anthropology 100 or 120, Economics 199, Sociology 100, Political Science 110, 130, or 180, Psychology 100, chosen to provide prerequisites for core courses listed in number 3, below.
3. Three units of health and society core courses: Anthropology 328, Biology 201, Philosophy 221, Sociology 275, or Women and Gender Studies 252. Biology 201 may not be used to satisfy both requirements 1 and 3.
4. One unit of statistics or appropriate research methods course chosen from: Anthropology 240, Biology 247, Economics 251, Mathematics 106, Psychology 150, or Sociology 305.
5. 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:
 - Child health
 - Economics and policy
 - Genetics and biotechnology
 - International health perspectives
 - Neuroscience
 - Nutrition and society
 - Mental health and culture
 - Religion and ethics
 - Social justice
6. 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 1 unit, determined in consultation with the advisor. This may be completed with a field placement through Field and 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.
7. 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.
8. Completion of ½ unit of Health and Society 340 over a period of two semesters.

Health and Society Minor (5 ½ units)

Of the 5 ½ units, at least 3 must be at or above the 200 level. Courses chosen for the minor must come from at least two divisions. No more than 1 unit from the

department of the student's major may be counted toward the minor.

1. Sociology 275. This course should be completed by the student's junior year.
2. Three units from the following: Anthropology 328; Biology 110, 141, or 201 (when topic is health-related); Economics 199; Interdisciplinary Studies 318; Philosophy 221; Psychology 252 or 315; Sociology 245; Women's and Gender Studies 252; or 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. Completion of an internship and/or research project as Health and Society 341 or 342, for a total of 1 unit. The internship may also be done as a field placement through Field and Career Services, in consultation with the minor advisor.
4. Completion of $\frac{1}{2}$ unit of Health and Society 340 over a period of two semesters.
5. Students must, in order for the minor to be officially awarded, achieve a cumulative grade point average of at least 2.0 in courses presented in fulfillment of the minor.

Description of Courses

340. Pro Seminar in Health and Society ($\frac{1}{4}$). A seminar for minors offered each semester to consider current issues in health and medical care in the United States and other nations. Rotating topics include literature and medicine (fall) and geography and health (spring).
Topics course.

341. Health and Society Internship ($\frac{1}{2}$).

342. Health and Society Research Project ($\frac{1}{2}$).

History

The study of history is the study of humanity, of society, and of civilization. In its simplest definition, history is the study of the way in which present ways of doing and thinking have come about in the past. Only in a vague sense is history prophetic; essentially history is descriptive and analytic in its approach. It seeks to describe the past to the degree that the record will allow. It is an analysis of human motivation, of those institutions that people have created to further social well-being, and of those patterns of habit and thought that make for security and stability in any age. History is both humanistic study and social science. History deals with facts, but the facts are always viewed with perspective.

Faculty

FRED BURWELL (archivist)

ROBERT HODGE (emeritus)

MONA JACKSON

ELLEN JOYCE

ROBERT LaFLEUR

EDWARD MATHIEU

BEATRICE McKENZIE

LINDA STURTZ, chair

History Major (10 units)

1. Ten units:

- a. Two units of History 150, completed in the first and second year.
- b. One unit of history lab. Lab courses include History 190, 293, 294, 295. History 190 is 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 of credit 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 one LW or WL 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.
4. Students must, in order for the minor to be officially awarded, achieve a cumulative grade point average of at least 2.0 in courses presented in fulfillment of the minor.

Description of Courses

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. (WL, LW) *Offered each semester. Topics course.*

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. (WL, LW) *Offered each year. Prerequisite: History 150.*

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

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. (WL, LW) *Offered occasionally. Open to first-year students.*

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: Africa and South Asia in the 19th and 20th centuries. (WL, LW) *Topics course. Open to first-year students.*

217. Theatre History I (1). (WL, LW) *See Theatre Arts 217 for course description.*

218. Theatre History II (1). (WL, LW) *See Theatre Arts 218 for course description.*

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. (WL) *Offered occasionally. Open to first-year students.*

History (continued)

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. (WL) *Offered occasionally. Open to first-year students.*

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.) (WL, LW) *Offered every year. Open to first-year students.*

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 200.) (WL, LW) *Offered each fall. Open to first-year students.*

237. Equality, Rebellion, and Revolution in 18th-Century North America (1). In the watershed year of 1676, American colonists rebelled against other colonists only to be quelled by imperial power. A century later, a significantly different attempt at protest led to independence. This course examines the social and political changes that occurred over the course

of the 18th century leading to the war for independence and investigates the outcome of the war through the ratification of the constitution. It also addresses the apparent contradiction between the language of equality and the reality of enslavement in the new nation. (WL, LW) *Offered each spring. Open to first-year students.*

239. The Growth of Sectionalism in the United States: The Antebellum and Civil War Periods (1). This course investigates the coalescing of national political power and the simultaneous development of separate sectional identities in the United States in the period between the war for independence and the Civil War. It examines westward expansion and the resulting conflict between northern and southern states over the admission of new states to the union as free or slave states. The class will also investigate the development of an industrial economy in the north and a slave-based agrarian economy in the south, along with the cultural changes that accompanied these changes. Attention will be paid to the experience of immigrants, women, and African Americans during this period. (WL, LW) *Offered occasionally. Open to first-year students.*

241. Social Reform in the United States, 1820-1920 (1). Detailed examination of political and social reform movements in the 19th century. Three major reform periods are delineated: the antebellum period, the Civil War and Reconstruction, and the late 19th and early 20th century Progressive Era. The course adopts a social history perspective, emphasizing the experience and perceptions of ordinary people in coping with social changes. (WL, LW) *Offered occasionally. Open to first-year students.*

244. The United States in the 20th Century, 1901-1945 (1). Emphasis on foreign relations and domestic social issues: the Progressive Era, World War I, the 1920s, the Great Depression, the New Deal, and World War II. (WL, LW) *Offered occasionally. Open to first-year students.*

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. (WL, LW) *Offered each spring. Open to first-year students.*

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.) (WL, LW) *Offered occasionally. Open to first-year students.*

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.) (WL, LW) *Offered even years, fall semester. Open to first-year students.*

265. 19th-Century Europe (1). European political and cultural trends between 1798 and 1914: the French Revolution and Napoleon, liberalism, Marxism, the unification of Italy and Germany, evolutionary socialism, mass society, modernism, and the coming of World War I. We explore these and other trends using primary sources, fiction, visual materials and other texts. (WL, LW) *Offered occasionally. Open to first-year students.*

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.) (WL, LW) *Offered occasionally. Open to first-year students.*

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.) (WL, LW) *Offered occasionally. Open to first-year students.*

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

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. (WL,

History (continued)

LW) *Offered occasionally. Open to first-year students.*

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. (WL, LW) *Offered even years, fall semester. Open to first-year students.*

291. Introduction to East Asian History I-China (1). This course will explore the foundations of Chinese society and the role Chinese culture played in the broader context of East Asian history. Students will work with an array of lively historical and cultural materials as they build a broad knowledge of China from its pre-dynastic roots into the 20th century and develop skills in historical analysis and writing that will provide a foundation for further work in East Asian history. History 291 and 292 may be taken in any order. (WL, LW) *Offered each year. Open to first-year students.*

292. Introduction to East Asian History II-Korea and Japan (1). This course will explore two civilizations with long and rich histories that are deeply relevant to the modern world. The course introduces students to the “other two” major civilizations of East Asia, Korea and Japan, and emphasizes major themes within and between each of these areas. Students will work with an array of lively historical and cultural materials as they build a broad knowledge of two countries with unique historical and cultural traditions that were nonetheless shaped by interaction with China in the broader East Asian context. History 291 and 292 may be taken in any order. (WL, LW) *Offered each year. Open to first-year students.*

293. Archival Research (½). 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. *Offered occasionally. Topics course. Prerequisite: Consent of instructor; one previous history class at Beloit College.*

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. *Offered occasionally. Topics course. Prerequisite: Consent of instructor; one previous history class at Beloit College.*

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. *Offered occasionally. Topics course. Prerequisite: Consent of instructor; one previous history class at Beloit College.*

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. (WL, LW) *Topics course. Prerequisite: Consent of instructor.*

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. (WL, LW) *Offered occasionally.*

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. (WL, LW) *Offered occasionally. Prerequisite: Junior standing.*

385. Advanced Writing Seminar (½, 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. (WL, LW) *Offered occasionally. Topics course. Prerequisite: Junior standing.*

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. (WL, LW) *Offered occasionally. Prerequisite: Junior standing.*

390. Special Projects (½-1). 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 three full courses or the equivalent thereof. (WL, LW) *Prerequisite: Minimum grade point average of 3.0 in the major, no outstanding incompletes, approval of proposal by department faculty committee.*

391. Field School in History (1). An intensive seminar on a topic defined by the instructor. The field school provides students the opportunity to work with primary source documents in off-campus collections. Primary sources will be broadly defined to include not only written texts but also material culture resources. After an introduction to the seminar topic and the resources available at a given site, students are responsible for designing and completing a research project on the seminar topic. (WL, LW) *Offered occasionally.*

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

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

397. Research Assistant (¼-1). 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

The interdisciplinary studies program sponsors courses, self-designed majors and minors, and program-supported minors (see chapter 4). All of these evolve from exploration reaching beyond disciplinary boundaries.

Interdisciplinary studies enable Beloit College students to reflect on and integrate disciplinary knowledge as well as develop the skills of analyzing information and synthesizing perspectives, using methods from multiple disciplines to address complex issues.

Faculty

CHARLES WESTERBERG, chair

DARREN KELLY, Fulbright Scholar

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 chair of the interdisciplinary studies committee 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 a 3.0 cumulative grade point average.

1. In preparing final 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. These courses should be divided into "core courses" and "supplementary courses" and should reflect depth as well as breadth. Courses should not number more than 15 total. No more than 5 units may already be completed at the time the application process begins. 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.
 - 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. The abstract should answer as precisely as possible the question: "What is the essence of this proposal?" The abstract should include a:
 - 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. Interdisciplinary Studies 350 is required.
 9. 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 Interdisciplinary Studies 350, 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.

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 two 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 three courses from an institution other than Beloit College may count toward the minor.
4. No more than two courses counting toward the minor may also count toward the student's major.
5. Students with self-designed minors are urged to take Interdisciplinary Studies 350.
6. One or more faculty member(s) must act as the advisor(s) for the minor.
7. Students must, in order for the minor to be officially awarded, achieve a cumulative grade point average of at least 2.0 in courses presented in fulfillment of the minor.

Interdisciplinary Studies Program (continued)

Description of Courses

One unit from among any of the following courses may be used to fulfill the interdisciplinary studies requirement.

Other courses which may be taken to fulfill the interdisciplinary studies requirement include one-time offerings as well as those courses listed at the end of this section.

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

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

200. Study Abroad I: Developing Intercultural Competencies (½). This course challenges students to explore crucial differences, from the concrete to the abstract, between their home environments and the environments in which they will study abroad. The course seeks to develop the ability to recognize, analyze, and understand multiple perspectives, negotiate different modes of communication, be sensitive to the interplay between local and global forces, and reflect on one's own assumptions and values.

Prerequisite: going on a study abroad or accepted into a study abroad program.

201. Study Abroad II: Reflection and Integration (½). This course helps students to reflect upon their academic and intercultural experiences abroad and to integrate those experiences into their perspectives and endeavors. Collaborative work among students who have studied in very different locales enables them to understand their individual experiences in a broader international context. Course participants examine the ways in which their study abroad has expanded their angles of vision as learners and ethical agents. *Prerequisite: have returned from a study abroad program or be an exchange student.*

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

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 Arts 106.*

223. Sports in America: A Historical, Sociological, and Ethical Inquiry (1). A chronological and topical survey of sports in America with emphasis on the 20th century. The major focus will be on the rise of organized team sports such as baseball, football, and basketball, the effects of sports on American culture (and vice versa), and the ethics of the sports establishment as well as individuals. Class discussion of controversial issues will form an important part of course content. Topics covered include sports and the technological revolution, amateurism and collegiate sports, race and sports scandals, reforms, and sports as they affect nationalism. Sources from many disciplines will be emphasized. *Offered occasionally.*

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.*

230. Film Art and Society (1). This course will trace major developments in this newest art-form, from its late 19th century origins to our own time. This is a course in the evolution of cinema history and aesthetics and the social issues that derive from these perspectives. It will identify and describe commonly used techniques, principles, and terminology so that students will be able to compare and contrast key filmmakers as well as national styles and historical movements. Focusing upon societal influences, cultural perspectives, and the rhetorical possibilities of cinematic expression, the course will create fundamental distinctions related to background, style, and artistic and social effectiveness. *Topics course.*

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

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.*

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.

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.

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

Interdisciplinary Studies Program (continued)

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.

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.) *Topics course.*

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 pri-

marily 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.*

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.

261. Principles of Computation and Modeling (1). *See Computer Science 261 for course description.*

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. *Prerequisite: Consent of instructor.*

268. Peace and Security Studies (1). *See Political Science 257 for description.*

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 pres-

ence, 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.*

277. Ethnicity and the EurAsian Nation-State (1). The subject of this course is a "human universal," a pattern of thinking, feeling, and behavior that is present in all, or most, cultures. Rooted in a primordial instinct to improve one's survival chances by joining a group, the value of association led to an urge to belong, based on tangible factors such as shared lifeways and an ability to communicate, rather than on such abstractions as race, genetics, or ideology.

The course examines how this ethnic consciousness was voiced in diverse cultures of the EurAsian heartland. Members of these cultures, sometimes nomadic pastoralists, came into frequent, intensive, and prolonged contact with members of other cultures. Such contacts may have resulted in armed confrontations or, just about as often, in diplomacy, assimilation, or even coexistence. In either case, thinking in terms of "us and others," making a sharp distinction between the two, was encouraged.

The radical changes of early modern times—the reformation of Christianity, and the upheavals brought about by the printing, reasoning, and manufacturing

Interdisciplinary Studies Program (continued)

revolutions—elicited violent reactions. In the ensuing struggle, all parties made use of ethnic consciousness, causing it to take on a variety of popular (“folk”) elements and bringing about its evolution into cultural movements. These, in turn, were often vessels ready to be filled with the messages of various ideologies, and thus modern nationalism appeared on the scene. Discussing the open, inclusive, and civic aspects of nationalism—as well as its more disturbing aggressive manifestations—is an important aspect of the course. Focusing on selected ethnic groups gives discussions in this course increased relevance and brings to life our readings of theories. In recent years, participants have examined the path of Irish, Czech, Hungarian, and Kurdish nationalism. *Offered biennially.*

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.*

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.*

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. As of spring 2007, Cities in Transition courses are offered in Quito, Ecuador; Kaifeng and Jinan, China; Dakar, Senegal; and Beloit, Wis.*

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 stu-

dents 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 328 and junior standing, or consent of instructor.*

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.*

370. Exhibit Design and Development (1). *See Museum Studies 370 for description.*

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. (WL, LW)

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.

INTERDISCIPLINARY COURSE OFFERINGS OTHER THAN THOSE LISTED ABOVE.

(For course descriptions, see chapter 4; for Women's and Gender Studies, Health and Society, and Environmental Studies, see chapter 3.) One unit from among any of the following courses

may also be used to fulfill the interdisciplinary studies course requirement.

African Studies (AFST)

385. Senior Thesis (½, 1).

Asian Studies (ANST)

242. China: The Long Revolution (1).

262. Daoism (Taoism) (½, 1).

351. Senior Colloquium in Asian Studies (½).

Environmental Studies (ENVS)

250. Environment and Society (1).

258. Geographic Information Systems (½, 1).

276. Environmental and Science Policy (1).

320. Challenge of Global Change (1).

380. Senior Colloquium (½).

Health and Society (HEAL)

340. Proseminar 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).

Latin American Studies (LAST)

210. Introduction to Latin American and Caribbean Studies (1).

Legal Studies (LGST)

200. Introduction to Legal Studies (½).

300. Advanced Seminar in Legal Studies (½).

Museum Studies (MUST)

245. Introduction to Museum Studies (1).

275. Introduction to Collections Management (1).

360. Practicum in Museum Education (1).

370. Exhibit Design and Development (1).

Interdisciplinary Studies Program (continued)

Performing Arts (PERF)

263. An Introduction to the Performing Arts (1).

388. Senior Seminar in Performing Arts ($\frac{1}{2}$).

389. Performance Project in Performing Arts ($\frac{1}{4}$).

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).

255. International Perspectives on Women and Gender (1).

258. Women and U. S. Popular Culture (1).

260. Topics in Women's and Gender Studies ($\frac{1}{2}$, 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 ($\frac{1}{2}$, 1).

370. Senior Colloquium in Women's and Gender Studies ($\frac{1}{2}$, 1).

Note: Other courses may fulfill the interdisciplinary studies requirement and are designated as "IS" in each term's schedule.

International Relations

The international relations major is an interdisciplinary program administered by the department of political science. The major prepares students for graduate or professional school and for careers in the academic world, government, international business, international administration and management, and international governmental and non-governmental organizations. Many Beloit students have found interesting and valuable vocations in these areas.

Faculty

SCOTT BEAULIER

ANDRÁS BOROS-KAZAI

BETH DOUGHERTY, chair

JOHN RAPP

PABLO TORAL

EMILY CHAMLEE-WRIGHT

International Relations Major (13-15 units)

1. Four units of political science:
 - a. Political Science 160.
 - b. Three courses chosen in consultation with the advisor. Political Science 110, 280, 285, and 287 do not count toward this requirement.
2. Economics 199 and two other upper-level internationally oriented economics courses.
3. Four units in one modern language or 2 units beyond intermediate courses in any modern language (except the student's first language).
4. Three internationally oriented courses approved by the advisor, at least two of which must be from departments other than the ones used to meet the requirements listed above.
5. Interdisciplinary Studies 375.
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.

Description of Courses

For other possible courses, see appropriate departmental listings.

Political science courses with an international relations emphasis are:

235, 236, 237, 240, 241, 246, 247, 255, 257, 260, 262, 265, 270, 272, 273, 275, 330 and 386. *See political science for descriptions.*

Economics and management courses with an international relations emphasis are:

203, 204, 206, 235, 236, and 238. *See economics for descriptions.*

Examples of internationally oriented courses include, but are not limited to:

Anthropology 100, 342, 375*; Biology 201; History 150*, 310*; Interdisciplinary Studies 249, 255, 272, 277; Mathematics 103; Philosophy 110; Psychology 265; Religious Studies 101, 221; Women's and Gender Studies 255.

* *When topic is appropriate.*

Courses taken abroad often can count towards this requirement.

Courses acceptable for U.S. and international students differ. Please consult with the advisor.

Mathematics

Beloit teaches both applied mathematics, which stresses problems arising through contact with nature and society, and pure mathematics, which addresses problems of intrinsic aesthetic interest.

Students are free to choose to concentrate on one or the other. The faculty attempts to set the beauty, rigor, and usefulness of mathematics within its historical context and multicultural heritage. Courses guide students toward the ability to give clear oral and written expression of the mathematical ideas they learn.

Faculty

BRUCE ATWOOD

PAUL CAMPBELL, chair

DARRAH CHAVEY

DAVID ELLIS

BENJAMIN NEWTON

DONALD PORTER

RANJAN ROY

Advanced Placement and Credit

Supplemental to the College's general policies for advanced placement and credit (see chapter 7), the department of mathematics and computer science may grant additional advanced placement (based on advising by faculty) and/or credit (based on achievement in a subsequent course).

A student who has studied calculus previously but has not previously received credit for Mathematics 110 or equivalent, and who enrolls for Mathematics 115 and receives a grade of C or better, may be granted retroactive credit for Mathematics 110.

A student who receives a grade of C or better in Mathematics 190 or Mathematics 201, and who has not previously received credit for Mathematics 115 or its equivalent, may be granted retroactive credit for Mathematics 115.

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 ¼ units)

1. Nine and ¼ 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 (½) and 385 (¼).
 - d. Four and ½ 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 one course in physics and one 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 five courses designated by the College as WL or LW, at least two of which must be from inside the mathematics/computer science department and at least two of which must be from outside the department. (Transfer students reduce this by one course per year of advanced standing.) Departmental courses that qualify include 205, 215, 230, 240, 300, 310 and 385, and other courses as designated by the instructor.

Mathematicians need to know both how to write for other professionals in the field and how to report their work to others not necessarily trained in the discipline. Professional writing for mathematicians is usually proof-based. Many of the department's upper-level courses focus on such writing. Explaining our work to nonprofessionals often requires significantly different skills. While some departmental courses emphasize this type of writing, often the best training for this is writing courses in other disciplines. Consequently, mathematics majors are required to take writing courses both within and outside the department.

Mathematics Minor (6 units)

1. Six departmental units:
 - a. Mathematics 110, 115, 175.
 - b. 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 attend at least one semester of Mathematics 383.

Description of Courses

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. *Offered occasionally. Prerequisite: Not open to students who have taken Mathematics 110 or a higher-level mathematics course.*

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-keep-

ing, 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. Offered each year.*

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: Three years of high school mathematics.*

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. First-term first-year students must have consent of the department chair.*

110. Calculus I (1). The development of a rigorous mathematics of change: limits and continuity, differentiation and integration of algebraic and trigonometric functions. Includes historical development of these ideas and a variety of applications of calculus. *Offered each semester. Prerequisite: Four years of high school mathematics, including trigonometry and either college algebra or precalculus.*

115. Calculus II (1). Calculus of exponential and logarithmic functions, techniques of integration, infinite series and

Mathematics (continued)

power series, introduction to partial derivatives and multiple integrals.

Offered each semester. Prerequisite: Mathematics 110.

160. Discrete Structures (1).

Introduction to the mathematical basis for computer science, including logic, counting, graphs and trees, and discrete probability. *Offered odd years, fall semester. Prerequisite: Computer Science 121 and Mathematics 110.*

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. *Offered each fall. Prerequisite: Mathematics 115; some computer programming experience.*

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 occasionally. Prerequisite: Mathematics 115.*

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.*

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.*

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.

(WL) Offered even years, fall semester.

Prerequisite: Mathematics 115.

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.*

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. *(LW) Offered each spring. Prerequisite: Mathematics 175.*

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. *(WL) Offered occasionally. Topics course. Prerequisite: Mathematics 175, or other courses depending on the topic.*

240. Real Analysis (1).

The real numbers, metric concepts and continuity, differentiation and integration of real functions, infinite sequences and series of functions. *(WL) Offered each fall. Prerequisite: Mathematics 175 or 208.*

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. Topics course. Prerequisite: Varies with topic.*

300. Mathematical Modeling (1).

Construction and investigation of mathematical models of real-world phenomena, including team projects and

use of computer packages as needed. (WL) *Offered odd years, fall semester. Prerequisite: One unit of computer science and two mathematics courses numbered 175 or higher.*

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. (WL) *Offered odd years, spring semester. Prerequisite: Mathematics 205.*

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.*

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.*

380. Topics in Mathematics ($\frac{1}{4}$ -1). Selected topics in mathematics, reflecting the interests and experience of the instructor. May be repeated for credit if topic is different. *Offered occasionally. Topics course. Prerequisite: Varies with topic.*

383. Mathematics Colloquium ($\frac{1}{4}$). 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 repeated for credit if topic is different. Graded credit/no credit. *One unit of computer science and Mathematics 110.*

384. Mathematics Colloquium ($\frac{1}{2}$). 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.*

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

390. Special Projects ($\frac{1}{4}$ -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.*

395. Teaching Assistant ($\frac{1}{2}$). Work with faculty in classroom instruction. *Graded credit/no credit.*

396. Teaching Assistant Research ($\frac{1}{2}$). Course and curriculum development projects with faculty.

Modern Languages and Literatures

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 help 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

ANDRÁS BOROS-KAZAI

ELIZABETH BREWER

GABRIELA CERGHEDEAN

THOMAS FREEMAN

TIMOTHY HOLIAN

SCOTT LINEBERGER

SYLVIA LÓPEZ

MELINA LOZANO

SCOTT LYNGAAS

AKIKO OGINO

OLGA OGURTSOVA

DONNA OLIVER

SHIN YONG ROBSON

JACK STREET

OSWALDO VOYSEST, chair

DANIEL YOUND

Fields of Concentration

Six different majors are offered by the department: East Asian Languages and Cultures (Chinese and Japanese),

French, German, modern languages, Russian, and Spanish.

In addition to the languages specified above, course work also is occasionally offered in Hungarian. For information on courses in English as a Second Language (ESL), see chapter 5. 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 nor 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. Students with an outstanding grade point average overall and in their major language may, at the invitation of the department, obtain departmental honors by completing an honors thesis project (one unit of Special Project 390).*
- 5. 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.*
- 6. 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 5 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.

7. 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.

East Asian Languages and Cultures Major (13 units)

1. Ten departmental units:
 - a. Six units of Chinese or Japanese as the principal language. For students concentrating in Chinese, Chinese 215 is required.
 - b. Two units of Chinese or Japanese as the secondary language.
 - c. Two units of departmental corollary courses: Chinese 220, 250, 255, 260, 280 or Japanese 240, 260, 270, 280.
2. Supporting courses (3 units):
 - a. Chosen from: Asian Studies 242, 262, 351; Comparative Literature/English 190, 246; History 150*, 291, 292, 386*; Philosophy 250; Political Science 235 (if Japan is covered), 236, 240, 241, 295*; Comparative Literature 230 (if topic includes readings in Chinese or Japanese literature). Any one-time offering or topics course that deals primarily with East Asian countries and their cultures may be used as a supporting course for the major.

**If topics covered include East Asia.*

3. Majors are encouraged to spend at least one semester abroad on Beloit College's exchange program at Henan University in China, Shandong University in China, or at

Kansai-Gaidai University in Japan. With the consent of the advisor, prior arrangement, and upon taking a diagnostic language exam after returning to Beloit (this exam affects only students whose primary language is Chinese), some courses completed abroad may be used to count toward the major.

4. Students may also apply credit earned through Beloit College's Center for Language Studies toward the major.
5. Native speakers of Chinese or Japanese must major in their non-native language and fulfill the requirement of secondary language units (i.e. 1.b.) in one of three ways: i) taking upper-level courses in their non-native language; or ii) taking 2 more units in departmental corollary or supporting courses; or iii) earning up to 2 units in the native language by serving as a teaching assistant or research assistant. *Note: No more than 1 unit as a teaching assistant may count toward the graduation requirements.*
6. Writing/Communication requirement: 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.

French Major (13 units)

Students who begin the major with French 100 will construct a major program in

Modern Languages and Literatures (continued)

consultation with their advisor; this program will not exceed 11 units within the department nor more than 15 units total.

1. Nine departmental units (200-level and above):
 - a. French 210, 215, and 380.
 - b. One unit French literature course (240, 290, or 295, etc.).
 - c. Five elective units in French.

2. Supporting courses (4 units)
Choose one of the three options available:
 - a. Four courses chosen from appropriate offerings in art history or history; Comparative Literature/English 190; Philosophy 110, 200, 205; Political Science 280 or 285. A course in German, Russian, or Spanish literature is recommended.
 - b. Double majors are encouraged, and in such cases required courses in the other majors are acceptable as supporting courses toward a major in French.
 - c. The student may submit a proposal to the major advisor for an individual plan of courses for meeting the requirement of four supporting courses.

3. Majors normally spend one term in a country in which French is the common idiom. With the consent of the advisor, some courses completed abroad may be used to count toward the major.

4. Majors are expected to live at least one semester in the French House.

5. Writing/Communication requirement: *see East Asian languages and cultures.*

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 histo-

ries 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 four 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 requirement: *see East Asian Languages and Cultures.*

Modern Languages Major (12 units)

The modern languages major is designed for students who are more language-oriented than literature-oriented. It 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 by it before the student may declare the modern languages 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:
 1. One unit of civilization/culture.
 2. One unit of advanced composition or stylistics.
 3. 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 requirement: *see East Asian Languages and Cultures.*
- a. One unit taken from each of the following groupings:
 1. Russian 210, 215.
 2. Russian 250, 255, 260 or Russian Studies 250.
 3. 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: Comparative Literature/English 190, 246; Economics 238; History 200, 205; Interdisciplinary Studies 277; Music 210; 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 four 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 requirement: *see East Asian Languages and Cultures.*

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.

Russian Major (13 units)

1. Nine departmental units (above 105):

Modern Languages and Literatures (continued)

- 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; Comparative Literature/ English 190, 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 four 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 requirement: *see East Asian Languages and Cultures.*

Description of Courses

CHINESE

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. *Offered each year.*
Prerequisite: Chinese 100 is required for Chinese 105.

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.

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

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.
Prerequisite: Chinese 115 or consent of instructor is required for Chinese 200, which is the prerequisite for Chinese 205.

215. Readings in Classical Chinese (I). 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.

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. *Topics course. Prerequisite: Chinese 205 or consent of instructor.*

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 will be drawn from a wide range of genres, including myth, philosophical argument, history, biography, letters, and essays. Special attention will be 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.

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

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. *Topics course.*

280. Chinese Literature: Historical Genres and Modes (1). In this course, students will investigate the themes and formal properties of particular genres of Chinese literature. An emphasis will be 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. (WL) *Topics course.*

FRENCH

Note: All courses numbered 210 and higher are conducted in French.

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. *Offered each year.*

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. *Prerequisite: French 105 or equivalent.*

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

Modern Languages and Literatures (continued)

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. (LW) *Prerequisite: French 210 or equivalent.*

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. (LW) *Prerequisite: French 210 or 215 or consent of instructor.*

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. (WL) *Prerequisite: French 215 or consent of instructor.*

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.” *Prerequisite: French 240 or consent of instructor.*

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. *Prerequisite: French 240 or consent of instructor.*

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. (WL) *Prerequisite: French 240 or consent of instructor.*

295. The Rational and Irrational in 20th-Century 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. (WL) *Prerequisite: French 240 or consent of instructor.*

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. (WL) *Topics course. Prerequisite: Two French literature courses or consent of instructor.*

380. Seminar (1). Reports on special topics in French culture, literature, and literary criticism. Required of all majors. (WL)

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.

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.

Offered each year.

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. *Offered each fall. Prerequisite: German 105 or equivalent.*

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. (WL, LW) *Offered each spring. Prerequisite: German 110 or equivalent.*

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, 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 differ-

ent. *Topics course. Prerequisite: German 210 or the equivalent or the consent of the instructor.*

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. *Prerequisite: German 210 or equivalent or consent of instructor; German 218 recommended.*

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. *Topics course.*

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

Modern Languages and Literatures (continued)

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.
Prerequisite: German 220 recommended.

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*. *Prerequisite: German 210 or consent of instructor. German 220 strongly recommended.*

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. *Prerequisite: German 210 or consent of instructor. German 220 strongly recommended.*

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. *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

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

JAPANESE

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. *Offered each year.*

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. *Offered each year. Prerequisite: Japanese 105 or consent of instructor.*

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. *Prerequisite: Japanese 115 or consent of instructor.*

220, 225. Fourth-Year Japanese I, II (1 each). These courses cover advanced practice in speaking, reading, writing, and listening comprehension in Japanese. For the oral component, students practice both formal and informal registers through conversation, perfor-

mances 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. The primary textbook helps students perfect their grammar and develop vocabulary, including colloquial expressions frequently used in everyday life. The textbook also provides explanations of Japanese cultural characteristics. The secondary texts are designed to enhance and teach academic and formal expressions, and students learn specific terms and idioms to analyze metaphorical or subtle meanings of the language. *Prerequisite:* For 220, *Japanese 205 or equivalent*; for 225, *Japanese 220 or equivalent*.

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.

260. Selected Topics in Japanese Literature (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. *Topics course.*

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.

RUSSIAN

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. *Offered each year.*

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

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

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

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. *Prerequisite:* *Russian 210 or equivalent or consent of instructor.*

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-

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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.

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. *Offered occasionally.*

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. *Topics course.*

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.*

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.*

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. *Topics course. Prerequisite: Russian 210 or consent of instructor.*

SPANISH

Note: All courses are conducted in Spanish.

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. *Offered each year.*

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. *Prerequisite: Consent of instructor. (This course is not intended to be a continuation of Spanish 100.)*

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. *Prerequisite: Spanish 105 or equivalent.*

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. (WL, LW) *Offered each year. Prerequisite: Spanish 110 or equivalent.*

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

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. *Offered odd years, spring semester. Prerequisite: Spanish 215 or consent of the instructor.*

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. *Offered even years, spring semester. Prerequisite: Spanish 215 or consent of instructor.*

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. *Prerequisite: Spanish 215 or equivalent or consent of instructor.*

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. *Topics course. Prerequisite: One college-level literature course.*

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. *Topics course. Prerequisite: Spanish 240 or consent of instructor.*

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 one college-level Spanish literature course, and a good knowledge of Portuguese for students interested in Brazil.*

280. Selected Topics in 20th-Century Hispanic Literature (1). A seminar course involving intensive textual analysis of 20th-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. (WL) *Topics course. Prerequisite: Spanish 240.*

290. Selected Topics in 19th-Century Hispanic Literature (1). A seminar course involving intensive

Modern Languages and Literatures (continued)

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. *Topics course.*
Prerequisite: Spanish 240.

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 will be required to do some or all of the written work in Spanish. *Prerequisite: Spanish 220 or 225 or consent of instructor.*

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. *Topics course.*
Prerequisite: Spanish 240 and one other Spanish literature course.

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. *Topics course.*
Prerequisite: Spanish 240 and one other Spanish literature course.

SELF-INSTRUCTIONAL LANGUAGE OPPORTUNITY

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. Topics course. 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.*

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. Topics course. 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 (¼-1). Individual work under faculty supervision with evaluation based on appropriate evidence of achievement. *Prerequisite: Sophomore standing.*

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

396. Teaching Assistant Research (½). Course and curriculum development projects.

Music

Music at Beloit College offers students the opportunity and the joy of creating musical activities in both liberal arts and pre-professional settings. While both majors and non-majors are exposed to performance and analysis within a historical perspective, the department emphasizes logic, problem-solving, and research/scholarship to better prepare students' understanding of being a musician in the world around them.

Faculty

J. IAN NIE

F. RENATO PREMEZZI

OLEG PROSKURNYA

SUSAN RICE

EUDORA LINDMAN SHEPHERD
(emerita)

ROBERT TOMARO

MAX YOUNT, chair

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

Music Major (11 units)

1. Eleven departmental units:
 - a. Music 130 ($\frac{1}{2}$), 131, 201, 202, 203, 230, 330, and one elective music course at the 200 level or above.
 - b. One and three-fourths units of applied music 010-044 (with no more than $\frac{1}{2}$ unit in composition, conducting, or improvisation).
 - c. 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 semester of study the student is required to complete an oral review with the music faculty. Questions and discussion will relate both to the student's general music study and to her/his chosen senior project or recital, if one was pursued.

4. The department recommends at least 2 units of study of a foreign language. Languages especially valuable for musicianship and scholarship in Western music are French, German, Italian, Russian, and Spanish. Students interested in music of non-Western or other Western cultures are urged to pursue related language study.
5. Writing/Communication requirement: The department stresses the importance of writing and oral skills in verbal language and in music notation; because of music's international nature, it encourages foreign language study. Music 330 and normally 200-level courses are designated LW and WL, and they incorporate research papers, listening reports, and response papers to music performance. These activities refine descriptive and analytical skills useful for both amateur and professional musicians. Senior projects require higher levels of research and expression. Through the music theory courses and through applied music, the department develops confident use of music notation—in speaking, writing, teaching, rehearsal, and performance.

Music Minor (6 units)

1. Six departmental units:
 - a. Music 130 ($\frac{1}{2}$), 131, 230; and 2 additional units from Music 201, 202 or 203.
 - b. Three-fourths unit of applied music 010-044 (with no more than $\frac{1}{2}$ unit in composition, conducting, or improvisation).
 - c. Three-fourths unit of music ensemble 050-074.

Description of Courses

100. Introduction to Music I ($\frac{1}{2}$).

This course explores music of many different periods and cultures in order to build musical thinking. Emphasis is given to the art of listening and the techniques of discussing music both orally and in writing. Some musical

Music (continued)

pieces are presented in connection with specific features of musical construction. Music reading is not required. (WL, LW) *Offered occasionally.*

101. Introduction to Music II (½).

This course has the same aims and methods of Music 100, but it uses different selections of music and musical features. Students may take either Music 100 and 101 separately or both in sequence. (WL, LW) *Offered occasionally.*

110. Class Piano I (½). This course is the first of two semesters of class piano instruction, in a lab of 10 interconnected keyboards and instructor's monitoring station. Students will develop skills in basic musicianship, reading notation at the keyboard, transposition, and harmonization. Specific technical skills (besides playing pieces) to be mastered are: pentatonic positions in all major tonalities; all major scales two octaves, hands separately; all major arpeggios, hands separately; all major chords, root position and inversions. In a final examination, three solos, all scale and arpeggio patterns, and transposition are required. May be taken only once 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.*

111. Class Piano II (½). This course is a continuation of Music 110. Students will continue to develop skills in basic musicianship, reading notation at the keyboard, transposition and harmonization. Specific technical skills (besides playing pieces) to be mastered are: all minor scales (the different forms) two octaves, hands separately; all minor arpeggios, hands separately; all minor, augmented and diminished chords, root position and inversions. In a final examination, three solos, all scales and arpeggio patterns and transposition are required. May be taken only once for credit. *Prerequisite: Music 110 or consent of instructor. Preference will be given to students who express an interest in further music study or a music major.*

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.*

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.*

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 every year.*

128. World Musics (1). This introductory course in ethnomusicology involves exploration of the social and cultural aspects of diverse musical contexts found in various global and local non-Western cultural traditions. Specific peoples and their musical traditions are studied through recorded music, relevant videos, invited speakers, and the writings of researchers who have experienced the music of a region, country, or indigenous people first-hand.

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. Meets the full semester.

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. *Prerequisite: Music 130 or successful completion of an exam administered by the instructor.*

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 Choral Literature, America's Musics: a History and *Vox Feminae*. Other possible topics might include symphonic, keyboard, and vocal literature, counterpoint, 20th-century music theory, or popular music. May be repeated for credit if topic is different. *Topics course. Offered occasionally.*

201. Renaissance and Baroque Music (1). After looking at background material from medieval times, the course will examine the music and cultures of the 15th and 16th centuries in Europe, the period of the Renaissance. The course will continue by noting the changes in the 17th century that brought about the baroque style. It will conclude around 1750 with the music of Bach and his contemporaries. (WL, LW) *Prerequisite: A music course or music experience.*

202. Classical and Romantic Music (1). Forms and compositional styles apparent in music of the Classical and Romantic periods—along with the biographies of specific composers and their representative works—are studied, with particular attention to historical

context (c. 1750-1900). (WL, LW) *Prerequisite: A music course or music experience.*

203. 20th-Century Music (1). The divergent styles apparent in 20th-century musical compositions are studied. The course emphasizes aural familiarity, as well as knowledge of composers and works within the historical context. (WL, LW) *Prerequisite: A music course or music experience.*

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. (WL, LW)

207. Women in Music (1). This course explores the role of women in music of the Western Art tradition. The course evaluates women's contributions to music and music history: as composers, performers, patrons, their role in musical culture, and the historiography of women in music. This course reinforces material covered in Western music history while building a history specifically focused on women and their achievements in music. The course includes readings that reflect recent scholarship. The roles of women in American blues, pop, and jazz also receive attention. Through critical listening, women's musical creativity becomes more familiar and provides a foundation for examining music as gendered discourse. (Also listed as Women's and Gender Studies 230.) (WL, LW)

210. Eastern European Folk Music (1). The Slavic countries and Hungary form the large area for study, but no single offering of the course will cover the entire area. The complex social histories of the chosen areas will be reviewed to explain the many types of music these histories have produced. Village life will receive detailed attention, but the modernizing of the last two centuries will be studied. Through the work of ethnomusicolo-

Music (continued)

gists, students will learn about ethnomusicology in some depth, and have models for their own research and commentary. (WL, LW) *Prerequisite: A music course at the 100 level.*

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. (LW) *Prerequisite: Music 130 and 131.*

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

310. Conducting (½). A study of the basic theory and practice of conducting, including score analysis and manual technique, for all musicians. Emphasis is on practical application of concepts with live performers. *Prerequisite: Music 230.*

330. Music Theory III: Music Analysis (1). A continuation of Music 230. Advanced harmonic analysis and study of the principal forms of Western music. (WL, LW) *Prerequisite: Music 230.*

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 the music faculty; they will be given the opportunity to experience musical scholarship through original research, preparation of performance, or original composition. (WL) *Prerequisite: Senior standing and consent of instructor.*

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 \$225 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.

- 010. Composition+
- 011. Conducting
- 012. Voice
- 013. Piano
- 015. Harpsichord
- 016. Organ
- 018. Guitar
- 020. Recorder
- 021. Flute
- 022. Oboe
- 023. Clarinet
- 024. Bassoon
- 025. Saxophone
- 031. Horn
- 032. Trumpet
- 033. Trombone
- 034. Tuba
- 035. Percussion
- 041. Violin
- 042. Viola
- 043. Cello
- 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, 111, 130, 131, 230, 330.*

ENSEMBLES

The following courses are ¼ unit.

050. College Street Singers is a small choral ensemble that embraces and explores all styles of music, with an emphasis on vocal jazz repertoire. Membership is contingent upon audition and concurrent membership in Chamber Singers.

051. Masterwork Chorus is a large choral ensemble composed of Beloit College students, faculty, staff, and members of the surrounding communi-

ty. Membership is open to all students by consent of the instructor; no auditions is required.

052. Opera Workshop is open to qualified singers to present operatic scenes or smaller complete operas.

054. Keyboard Accompanying

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, Celtic, and jazz.

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

057. Chamber Orchestra is a select group of string players and a few winds from the larger College Orchestra. The group is able to rehearse the baroque, classical and modern chamber literature and to work for high standards in ensemble playing.

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, ranging from the music of the big bands to the latest progressive jazz.

059. Piano Ensemble offers students an opportunity to explore the repertoire for piano duet and piano four-hands. Open by consent of the instructor.

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.

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.

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

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.

067. Saxophone Ensemble, usually a quintet, performs all styles of music from jazz to classical.

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.

072. World Music Ensemble

074. Creative Arts Ensemble is an improvisatory mixed-media ensemble for students at any level of performance. It approaches the creative arts from a musical perspective, but visual artists, poets, writers, dancers, and other performing artists are encouraged to participate.

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**Beloit Janesville Symphony** is a semi-professional orchestra open to qualified instrumentalists through yearly auditions. The orchestra presents six pairs of concerts a year, playing traditional and new works. Often, well-known guest soloists appear with the orchestra. BJS is not available for credit. Students may audition to play for pay.

# Philosophy and Religious Studies

*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)

LAURA DESMOND

NATALIE GUMMER

DEBRA MAJEED, chair

D. HEATH MASSEY

ALLAN PATRIQUIN (emeritus)

PHILIP SHIELDS

MATTHEW TEDESCO

## Philosophy Major (13 ½ units)

1. Nine and ½ departmental units:
  - a. Philosophy 100, 110, 200, 205, 220.
  - b. Two of the following seminars: 350, 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):
  - a. 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. The only philosophy courses for which credit by examination is available are Philosophy 100 and 200.

## Religious Studies Major (13 ½ units)

1. Nine and ½ departmental units:
  - a. Religious Studies 101 or 105.
  - b. Religious Studies 250 and 399.
  - c. At least ½ unit in Religious Studies 390, 395, or 396.
  - d. Six elective units in religious studies (including courses cross-listed with religious studies).
2. Supporting courses (4 units):
  - a. 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

**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. Frequently there are exercises and other programs using the College computer system. *Offered each semester.*

**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. *Offered each semester.*

**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. *Prerequisite: Philosophy 110 or consent of instructor. Offered each fall.*

**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. *Offered each spring. Prerequisite: Philosophy 110 or consent of instructor.*

**215. American Philosophy (1).** Study of major figures and movements in American philosophy, viewed within the context of American culture. Readings usually chosen from the writings of Edwards, Emerson, Thoreau, Peirce, James, Royce, Dewey, Mead, and others. *Prerequisite: Philosophy 110 or consent of instructor.*

**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. *Offered every third semester. Prerequisite: Philosophy 110 or consent of instructor.*

**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.) *Offered each spring. Prerequisite: Sophomore standing.*

**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, the greenhouse effect, and hazardous wastes. *Offered occasionally. Prerequisite: Sophomore standing.*

**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. *Offered odd years, spring semester. Prerequisite: Philosophy 100 or 110 or consent of instructor.*

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

# Philosophy and Religious Studies (continued)

**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.

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

**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. *Offered occasionally.*

*Prerequisite: Philosophy 110 or consent of instructor.*

**240. 20th-Century Philosophy (1).**

Selected problems, movements, and thinkers since 1900. Emphasis may be on either the Anglo-American analytic or the continental European tradition. Possible topics include phenomenology, philosophy of mind, critical theory, or post-structuralism. Figures that may be studied range from Ryle and Quine to Husserl, Heidegger, Foucault, and Deleuze. *Offered occasionally.*

*Prerequisite: Philosophy 110 or consent of instructor.*

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

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

**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. *Offered occasionally. Prerequisite: Philosophy 110, 200 or 205.*

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

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

**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.*

**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. Topics course. Prerequisite: At least three courses in philosophy, ideally including Philosophy 110, 200, 205.*

**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. (WL, LW) *Offered each fall. Prerequisite: Junior standing or consent of instructor.*

**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.*

### **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. *Offered every year.*

### **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 cre-

ative 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. *Offered every year.*

**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. *Offered at least every year. Topics course. Prerequisite: Religious Studies 101 or 105 or consent of instructor.*

**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. *Offered at least every second year. Topics course. Prerequisite: Religious Studies 101 or 105 or consent of instructor.*

**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

# Philosophy and Religious Studies (continued)

include: Theologizing Harry Potter, Violence and Non-Violence, Liberation Theologies, Human Rights and Human Responsibilities. May be repeated for credit if topic is different. *Offered at least once every year. Topics course. Prerequisite: Religious Studies 101 or 105 or consent of instructor.*

**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.) *Offered at least every second year. Prerequisite: Sophomore standing.*

**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. *Offered at least every second year. Topics course. Prerequisite: Religious Studies 101 or 105 or consent of instructor.*

**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. *Offered at least every other year. Topics course.*

*Prerequisite: Religious Studies 101 or 105 or instructor consent.*

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

**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. (WL, LW) *Offered each spring.*

**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. Topics course. Prerequisite: At least three courses in religious studies or consent of instructor.*

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

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

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

**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

*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 our 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

SAIFUDDIN RAYYAN

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: No more than 2 100-level units. No more than 1 total unit of Physics 300, 390, 395, and 397. 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 four courses designated WL or LW, at least one of which must be outside the department. (Transfer students reduce this requirement by

one course per year of advanced standing.) Departmental WL, LW 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) and Mathematics 175.
5. All physics majors are encouraged to do an internship or independent research.

## Physics Minor (6 units)

1. Four departmental units:
  - a. Physics 101.
  - b. Three additional elective units: One course must be at the 200 level or above. No more than 1 total unit of Physics 300, 390, 395, and 397.
2. Supporting courses (2 units): Mathematics 110 and 115.

## Description of Courses

**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 one laboratory period per week. Students planning to take additional physics courses should take Mathematics 110 concurrently with Physics 101. *Offered each fall.*  
*Prerequisite: High-school mathematics, including trigonometry.*

**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 one laboratory period per week. *Offered each spring.* *Prerequisite: Physics 101 and Mathematics 110.*  
*Co-requisite: Mathematics 115.*

**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



# Physics and Astronomy (continued)

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 eight laboratory sessions during the semester and four holographic studio sessions during which students create transmission and reflection holograms. *Offered even years, fall semester.*

**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. Four class hours and one laboratory period per week. (WL)  
*Offered each fall.*

**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.  
*Offered each year.*

**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. *Offered each spring.*

**200. Topics in Astronomy ( $\frac{1}{2}$ , 1).** An in-depth development of a selected area from the realm of modern astronomy. Examples of topics: Cosmology, galac-

tic or extragalactic astrophysics, stellar evolution. *Offered occasionally. Topics course. Prerequisite: Physics 101 or 130 and facility with high-school algebra and trigonometry. Depending on the topic, other courses may be required.*

**206. Mathematical Methods of Physics (1).** Solution of ordinary and partial differential equations, Fourier analysis, introduction to linear algebra and vector analysis. *Offered each fall. Prerequisite: Physics 101 and Mathematics 115. Physics 102 recommended.*

**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.*

**220. Electronics (1).** Electronics is an 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 each fall. Prerequisite: Mathematics 110.*

**235. Nuclear and Particle Physics (1).** Relativistic dynamics, nuclear models, nuclear decay and reactions, high energy physics, elementary particles. *Offered odd years, spring semester. Prerequisite: Physics 206 and 210.*

**245. Solid-State Physics (1).** Crystal structure and dynamics, Fermi gas, band structure, semiconductors, and metals. *Offered even years, spring semester. Prerequisite: Physics 206 and 210.*

**249. Metalworking for Physicists ( $\frac{1}{4}$ ).** 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 each semester.*

**250. Advanced Laboratory (½).**

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. (WL) *Offered each spring. Topics course. Prerequisite: Physics 210.*

**260. Topics in Physics (½, 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. Topics course. Prerequisite: Physics 206. Depending upon the topic, other courses may be required.*

**300. Research (½, 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. Research projects may lead to consideration for the Walter S. Haven prize in physics or the Thompson prize in astronomy. *Prerequisite: Physics 210. Consent of faculty supervisor and department chair. Physics 250 recommended.*

**320. Statistical Mechanics (1).** First, second, and third laws of thermodynamics; principles of classical and quantum statistical mechanics and their relationships to thermodynamics; fluctuations; applications of the theory of gases, liquids, and solids; heat engines. *Offered odd years, fall semester. Prerequisite: Physics 102 and Mathematics 115.*

**330. Dynamics (1).** Dynamics of particles and rigid bodies, oscillatory motion, variational methods, Hamilton's princi-

ple, Lagrangian dynamics, systems with many degrees of freedom. Both analytical and numerical techniques are utilized. *Offered odd years, spring semester. Prerequisite: Physics 206.*

**340. Electromagnetism (1).** Classical field theory. Maxwell's equations, waves and radiation, fields in continuous media; relativistic considerations. *Offered even years, spring semester. Prerequisite: Physics 102 and 206.*

**350. Quantum Mechanics (1).** Foundations and mathematical techniques of quantum mechanics, including variational methods and perturbation theory; applications to atomic, molecular and nuclear structure and processes. *Offered even years, fall semester. Prerequisite: Physics 206 and 210.*

**380. Department Seminar (½).** Topics of current research or of historical, philosophical, or epistemological interest in physics. The seminar will involve oral and written presentations by each student. (LW) *Offered each spring. Prerequisite: Junior or senior standing, with a major in physics.*

**390. Special Projects (½, 1).** Independent library research or independent theoretical work in physics, astronomy, or a cross-disciplinary area involving physics or astronomy. Research projects may lead to consideration for the Walter S. Haven prize in physics or the Thompson prize in astronomy. *Prerequisite: At least 2 units of physics and sophomore standing. Physics 206 recommended.*

**395. Teaching Assistant in Physics (¼, ½).** 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.*

**397. Research in Physics Education (¼-1).** Course, laboratory, and curriculum development projects with faculty. *Prerequisite: Sophomore standing. Consent of faculty supervisor and the chair of the department.*

# Political Science

*The department of political science seeks to make the study of politics and international relations an integral part of the liberal education of Beloit students, providing them with a coherent, comprehensive introduction to the discipline of political science. To further these purposes, faculty actively engage in the political world and scholarship about it, and the department offers courses that encourage the thoughtful consideration of political aims, institutions, processes, and problems. These include the exploration of power, conflict, peace, citizenship, and justice from diverse perspectives. Introductory courses are designed to equip students for responsible, effective participation in civic life and public affairs in local to global contexts. For majors or minors, the department offers opportunities for more specialized study in government and politics as a foundation for graduate education and future vocations in law, government, journalism, teaching, activism, and other public service careers. The department works to strengthen the College as a whole by participating responsibly in its intellectual life, its core programs, and through service.*

## Faculty

ANDRÁS BOROS-KAZAI

M. PATRICK COTTRELL

ANN DAVIES

BETH DOUGHERTY, chair

GEORGIA DUERST-LAHTI

JOHN RAPP

PABLO TORAL

## Political Science Major (13 units)

1. Nine departmental units (5 of which must be taken at Beloit College):
  - a. At least 1 unit from each of the four subfields:  
U.S. politics: 110, 206, 215, 216, 217, 218, 221, 225, 227.  
Comparative politics: 130, 235, 236, 237, 240, 241, 255, 265,

270, 272, 273.

International Relations: 160, 237, 246, 247, 250, 255, 257, 260, 262, 270, 273, 275.

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

**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. *Offered each semester.*

**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, political socialization and recruitment patterns; 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 by choosing the country to which they plan to travel as their case study for contextualizing the broader themes of the course. *Usually offered each semester.*

**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. *Offered each semester.*

**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. *Usually offered each semester. Open to first and second-year students only.*

**206. Topics in Gender Politics (1).** Selected topics about gender and politics. Emphasizes 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. Topics course. Prerequisite: Varies with offering.*

**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.*

**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 national politics. *Offered every third semester. Prerequisite: Sophomore standing or consent of instructor.*

**217. U.S. Congress (½, 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. *Offered every third semester. Prerequisite: Political Science 110.*

**218. U.S. Presidency (½, 1).** Examination of the institution of the presidency through focus on its weak constitutional foundations and relations

## Political Science (continued)

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. Prerequisite: Political Science 110 or consent of instructor.*

### 221. Topics in Public Law (1).

Selected topics or problems in public law, legal theory, or the history of law. The focus selected for a particular offering of the course will be announced before registration. May be repeated for credit if topic is different. *Topics course. Prerequisite: Sophomore standing or consent of instructor.*

### 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.*

### 227. Constitutionalism and National Security (1).

An examination of civil liberties and the separation of powers in the face of national security challenges. Particular attention is 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.*

### 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.*

### 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.*

### 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; Economics 199 recommended.*

### 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. *Offered odd years, fall semester. Prerequisite: Political Science 130 or consent of instructor.*

**241. Chinese Politics (1).** Overview in the first half of the semester of the influences on contemporary Chinese politics

from pre-modern Chinese political culture and state tradition as well as from China's "Long Revolution" of the 19th and 20th centuries, including the rise of nationalism and communism in China from the early 20th century up to 1949, concluding with a survey of the main ideological and policy shifts in China from 1949 to the present. The second half of the semester examines the structure of the Chinese Party-State, the nature and extent of economic and political reform in the contemporary era, social cleavages, and selected domestic, "greater China," and foreign policy issues. Counts for Asian studies minor and international relations major.

*Offered even years, spring semester.*  
*Prerequisite: Political Science 130 or one course on China or consent of instructor.*

**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.*

**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, the exploitation of natural resources, and the legacy of slavery and colonialism. *Offered every third semester.*  
*Prerequisite: Political Science 160 or consent of instructor.*

**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. *Offered odd years, fall semester. Prerequisite: Sophomore standing.*

**257. Peace and Security Studies (1).** Examination of different approaches to peace by bringing together perspectives from anthropology, psychology, philosophy, and political science, among others. A core component of the course is an understanding and application of techniques of conflict resolution. We will use a number of case studies, based on international conflicts as well as conflicts affecting Beloit. (Also listed as Interdisciplinary Studies 268.) *Offered even years, fall semester. Prerequisite: Sophomore standing.*

**260. International Organization and Law (1).** Introduction to the political foundations of international institutions and international law. Primary attention to the transformation of the United Nations, the growth of specialized agencies, and the contemporary legal framework. Problems of international peace and security, arms control, economic development, and social welfare and human rights in international organizations. *Prerequisite: Political Science 160 or consent of instructor.*

**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

## Political Science (continued)

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 160 or consent of instructor. Preference given to third- and fourth-year students.*

### **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. *Prerequisite: Political Science 160 or consent of instructor.*

### **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. May be repeated for credit if topic is different. *Offered every third semester. Topics course. Prerequisite: Political Science 160 or consent of instructor.*

### **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.*

### **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.*

### **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). (WL, LW) *Prerequisite: Political Science 110 or 160 or consent of instructor.*

### **280. Classical Justice (1).**

Study of classical political philosophy through an analysis of Plato’s *Apology*, *Crito*, and *Republic*, Aristotle’s *Ethics and Politics*, and a comparison of the philosophies of these Greek philosophical systems with the account of an Asian or medieval philosopher. 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—will be addressed. (Also listed as Philosophy 280.) *Offered odd years, fall semester. Prerequisite: Political Science 180 or sophomore standing.*

### **285. Modern Political Theory (1).**

An examination of the revolutionary challenge to classical political philosophy posed by such writers as Machiavelli, Hobbes, Locke, Rousseau, Marx, and Nietzsche. Broad themes will 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. (WL, LW) (Also listed as Philosophy 285.) *Offered each spring. Prerequisite:*

*Political Science 180 or sophomore standing.*

**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.*

**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. *Topics course. Prerequisite: Political Science 100 or consent of instructor.*

**306. Advanced Topics in Feminism and Politics (1).**

Capstone course in which students are expected to undertake a major research paper in addition to reading classic feminist theory and contemporary feminist scholarship in political science. Themes will vary each seminar but will always include key feminist writings from the 1960s and 1970s. Other topics depend upon student interests and recent scholarly developments. (Also listed as women's and gender studies.) *Offered every third semester. Topics course. Prerequisite: Senior standing, any 200-level political science course, and an introductory women's and gender studies course.*

**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.*

**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 include: electoral and party systems; comparative East Asian foreign policy; and the interrelationship of American and Chinese politics. *Offered occasionally. Topics course. Prerequisite: Junior or senior standing and two courses in comparative politics.*

**380. Political Theory and Public Law: Research Seminar (1).**

Capstone seminar for students interested in political theory or public law. Themes of the directed readings may vary from semester to semester, but students will have the opportunity to conduct in-depth research in areas of particular interest to them. Emphasis will be placed on framing research questions, formulating hypotheses, and the use of primary and secondary sources. Students will give seminar presentations and review their peers' work. *Usually offered each year. Prerequisite: Junior or senior standing and at least one 200-level law or political theory course.*

**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. Topics course. Prerequisite: Junior or senior standing and two courses in political theory and/or comparative politics*

**390. Special Projects (¼-1).** Individual research or reading projects for superior students under departmental guidance.



## Political Science (continued)

*Prerequisite: Available, with consent of the department, to political science majors with a "B" average in political science.*

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

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

# Psychology

*Psychology is the science of mind, behavior, and experience. Although psychology is a relatively new science, it already concerns itself with an astonishing variety of phenomena. Some border on biology and chemistry; others touch on anthropology and sociology. Beloit's curriculum acquaints students with the major sub-fields 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

ERIN BARKER

KRISTIN BONNIE

GREGORY BUCHANAN, chair

SUZANNE COX

ALEXIS GROSOFSKY

LAWRENCE WHITE

## Psychology Major (12 ½ units)

Twelve and ½ units consisting of 4 ½ units of required foundation courses, 5 units of electives in the department, and 3 units of electives outside the department. The foundation 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 core areas of psychology and an advanced course in one of the core areas. 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 6½ of which must be taken at Beloit):
  - a. Foundation 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. Personality psychology: 1 unit from Psychology 250 or 252.
  - e. Social 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 socio-cultural 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.
3. Writing/Communication requirement: The department of psychology recognizes the importance of oral and written communication and helps its students develop these skills within a disciplinary context. Students in psychology courses learn to read and interpret the results of psychological studies. They also learn to report the results of psychological studies, orally and in written form. Indeed, one required LW (Learning to Write) 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.

# Psychology (continued)

## Description of Courses

### 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. *Offered each semester.*

### 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. Students who have taken Mathematics 106 may not take this course for credit. *Offered each semester. Prerequisite: Psychology 100.*

### 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. (LW) *Offered each semester. Prerequisite: Psychology 100 and 150.*

### 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, sibling rivalry, parenting styles, stresses in adolescence, marriage and divorce, career development, retirement, and death. *Offered each year. Prerequisite: Psychology 100.*

### 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. *Offered each*

*year. Prerequisite: Psychology 100 and sophomore standing.*

**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. (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.*

### 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.*

### 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. *Offered occasionally.*

*Prerequisite: Psychology 100.*

### 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. *Offered occasionally. Prerequisite: Psychology 100.*

**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. *Offered each year. Prerequisite: Psychology 100.*

**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. *Offered each year. Prerequisite: Psychology 100.*

**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 attribution processes, attitude formation and change, majority and minority influence, helping behavior, interpersonal attraction, small group dynamics, and intergroup relations. *Offered each year. Prerequisite: Psychology 100 or Sociology 100.*

**265. Cross-Cultural Psychology (1).**

This course examines individual psychological functioning across and within various cultures. Topics include cross-cultural research strategies, universal components of psychological functioning, and cultural variations in mental processes, psychosocial development, social behavior, communication, emotional experiences, and psychopathology. *Offered each year.*

*Prerequisite: Sophomore standing and either Psychology 100 or Anthropology 100.*

**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. *Topics course.*

*Prerequisite: Psychology 100. Other courses may be required, depending on the topic.*

**300. History and Systems of Psychology (1).**

This course examines the origins of contemporary thought in psychology. We explore psychological ideas and methods as the products of both early psychologists and sociocultural forces. *Offered each fall. Prerequisite: Psychology 200, two other 200-level courses, and senior standing.*

**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.

*Offered occasionally. Prerequisite: Psychology 100, 200, and 210 or 215; Psychology 250 or 252 strongly recommended.*

**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.

*Offered occasionally. Prerequisite: Psychology 100, 200, and 210 or 215; Psychology 252 or a health and society course strongly recommended.*

**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 prob-

## Psychology (continued)

lems, investigative strategies, and findings in their fields are presented and discussed. *Offered each spring.*

*Prerequisite: Psychology 300.*

### **330. Advanced Research Seminar**

(½). This course provides students with advanced experience in designing, conducting, and reporting a psychological study. *Prerequisite: Psychology 200 and consent of instructor.*

### **355. Cognitive Distortions in**

**Psychopathology (1).** This course examines the relationship between how we think and the development of psychological disorders and problematic behaviors. Participants will be taught the cognitive model of psychopathology through a variety of group and individual exercises. The model will then be applied to eating disorders, alcohol and drug addiction, gambling, and depression spectrum disorders and athletic performance. There will be a strong emphasis on evaluating research designs and treatment programs.

*Offered occasionally. Prerequisite: Psychology 100, 200, and either 250 or 252.*

### **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.*

**380. Senior Thesis (½).** Independent research by a superior student under faculty supervision. *Prerequisite: Consent of department chair.*

### **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. *Topics course.*

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

**390. Special Project (¼-1).** Individual study under faculty supervision and/or research on a psychological topic

selected by the student. *Prerequisite: Sophomore standing.*

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

# Science for Elementary Teaching

*Students electing this major must successfully complete 4 units in one department and 2 units in each of the other three science departments of the division of natural science and mathematics. 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

**If two courses are taken:** One from Biology, 111 (Zoology), 121 (Botany), 141 (Microbiology), or 151 (Marine Biology), plus Biology 206 (Environmental Biology) or Environmental Studies 250 (Environment and Society).

**If four courses are taken:** Two from Biology 111, 121, 141, 151; plus 206 or Environmental Studies 250 and one from the 200- or 300-level offerings of the department, chosen in consultation with advisor.

### 2. CHEMISTRY

**If two courses are taken:** Any two of Chemistry 117 (General Chemistry), 220 (Chemical Equilibrium), 230 (Organic Chemistry 1), and 250 (Inorganic Chemistry).

**If four courses are taken:** Chemistry 117, 220, 230, and 250.

### 3. GEOLOGY

**If two courses are taken:** Either Geology 100 (Principles of Geology) or 110 (Environmental Geology and Geologic Hazards) and 105 (Evolution of the Earth).

**If four courses are taken:** Geology 100 or 110, plus 105, 210 (Paleontology), and either 200 (Mineralogy) or 215 (Field Geology).

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

### 4. PHYSICS

**If two courses are taken:** Any two from Physics 101, 102, and 130.

**If four courses are taken:** Physics 101, 102, and 130, plus one from 206 (Mathematical Methods of Physics), 210 (Modern Physics), 220 (Electronics), 245 (Solid-State Physics).

*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 exceptions should be submitted in writing to the program advisor.*

### 5. EDUCATION & YOUTH STUDIES

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

### 6. CAPSTONE

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

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

*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

ALAN CZAPLICKI

CARLA DAVIS

KATHRYN LINNENBERG

CAREY PIERATT-SEELEY

CHARLES WESTERBERG, chair

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):
  - a. 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 LW or WL 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.

LW: These courses 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.

WL: These courses 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

**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.) *Offered each semester.*

**150. Practical Approaches to Social Problems (1).** Examination of various means of addressing current social problems, both in the U.S. 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.*

**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 mate selection, family violence, divorce, and family policy. *Offered each year. Prerequisite: Sociology 100 or consent of instructor.*

**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. (WL) *Offered each year. Prerequisite: Sociology 100 or consent of instructor.*

**220. The Sociology of Race and Ethnicity (1).** An examination of the meanings and the social forms connected with racial and ethnic status in several countries. Case studies may include: the caste system in India, apartheid in South Africa, ethnic conflicts in Quebec, religious conflicts in Northern

Ireland. *Offered occasionally. Prerequisite: Sociology 100 or consent of instructor.*

**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.*

**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.*

**235. The Sociology of Religion (1).** Analysis of at least one classical thinker: Weber, Durkheim, or Simmel. Exploration of contemporary theorists and researchers on the role of religion in public and private life. Observation of religious practices in local churches and synagogues. (WL) *Offered occasionally. Prerequisite: Sociology 100 or consent of instructor.*

**240. Formal Organizations and Bureaucracies (1).** Formal organiza-



## Sociology (continued)

tions as the basis of modern society. Formal organizations as models of modern scientific rationality. Theories of organizational structure and control: classical (F.W. Taylor and followers), human resources, structuralist, industrial democratic, and conflict theories. Social, political, policy, and ethical issues analyzed. Selected empirical institutional applications from: higher education, corporate, political science, medicine, or law. *Offered occasionally. Prerequisite: Sociology 100 or consent of instructor.*

### **245. The Sociology of Professions**

**(1).** Profession as a dominant mode of shaping our world of work. Exploration of: development and licensing of a profession, jurisdictional disputes, socialization, internal control, client choice, evaluation of individual practitioner, and the problem of public trust. Medical and legal professions will be highlighted as more developed professions. *Offered occasionally. Prerequisite: Sociology 100 or consent of instructor.*

### **250. Sociology of the Environment**

**(1).** Using a set of 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 of the course 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.*

### **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. *(WL) Offered each year. Prerequisite: Sociology 100 or consent of instructor.*

### **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.*

### **265. Population and Development:**

**The International Context (1).** An exploration of connections between population dynamics (fertility, mortality, and migration), and processes of social and economic development. Some topics to be discussed are: trends in world population growth; Malthusian and Marxian theories of population growth and crisis; links among environmental concerns, population issues, and development policies; and population policies as strategies for development. Case studies of particular countries will be used. *Offered occasionally. Prerequisite: Sociology 100 or consent of instructor.*

### **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. Usually involves a

one-hour lab and experiential opportunities. (WL) *Offered each year.*

*Prerequisite: Sociology 100 or consent of instructor.*

**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.*

**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. (WL) *Offered each year. Prerequisite: Sociology 100 or consent of instructor.*

**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).*

**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. Topics course. Prerequisite: Sociology 100 or consent of instructor.*

**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. (LW) *Offered each year. Prerequisite: Sociology 100 and 305.*

**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 work-

## Sociology (continued)

ing familiarity with data analysis and SPSS (Statistical Package for the Social Sciences). SPSS is 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.*

**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. (WL) *Offered each year.*

*Prerequisite: Sociology 100 or consent of instructor.*

**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.*

**320, 321. Research Practicum (¼-1).** 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.*

**340. Contemporary Sociological Theories (1).** Sociological theories about law in society form the intellectual focus for analyses of contemporary theoretical knowledge. Beyond attention to the substance of sociological theories of law, care is given to questions about the contexts out of which theoretical knowledge is created, the conditions in which theories change, and what our conclusions assert about the social order and change. Social, political, and ethical implications will be addressed. (WL) *Offered occasionally.*

*Prerequisite: For non-sociology majors, Sociology 100 or consent of instructor.*

**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.*

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

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

**398, 399. Honors in Sociology (1, 2).** A highly selective, independent research project. Qualified students may apply. Departmental faculty may select one or two honors candidates each year. A thesis is required.

# Theatre Arts

*The department provides an experiential program that focuses on performance within a liberal arts context, with faculty and staff committed to educating the whole person, to developing not only a practitioner possessing artistic capabilities and understanding, but also a well-rounded human being. The discipline and art of theatre, dance, and communication provide the form and content through which academic and life skills with broad application are acquired and applied. The 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. Courses offer intensive exploration of the core perspectives necessary for performance and media practice, intellectual and aesthetic understanding, and life-long learning and experimentation. The program prepares the student for vocational and avocational involvement in theatre disciplines, as well as graduate school, professional training, teaching, and community-based activities.*

## Faculty

CARL BALSON (emeritus)

KATHERINE CORBY (dance)

CHARLES DRURY

CHRISTINE JOHNSON (dance)

DAVID KNUTSON

CYNTHIA McCOWN

DMITRI PESKOV (dance)

AMY SARNO

DONNA THORSON

RODNEY UMLAS, chair

## Theatre Arts Major

Students electing to major in theatre arts may select from the following seven tracks:

### 1. Acting (11 units)

- Theatre Arts 217, 218.

- Theatre Arts 106, 112, 199, 206, and 306.
- Four additional units (2 units within the department and 2 outside) chosen in consultation with the advisor.
- Only 1 unit of theatre practicum in at least two different areas may be counted for the theatre field of concentration.
- Writing/Communication requirement: Competent communication in theatre arts 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, Oral Interpretation, Public Speaking, and practica (participation in production). Proficiency in writing is acquired in Dance History (WL), Script Analysis (WL) Theatre History (WL, LW), Theories of Communication, and Introduction to Mass Media (WL, LW). Visual communication skills are gained in Broadcast Journalism, design courses, and stagecraft courses. Graduating majors must be able to communicate clearly through the theatre art 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. Communication (11 units)

- Theatre Arts 100, 105, 150, 160, 200, 245, and 260.
- Four additional units (2 units within the department and 2 outside) chosen in consultation with the advisor.
- Only 1 unit of theatre practicum in at least two different areas may be counted for the theatre field of concentration.
- Writing/Communication requirement: *see acting major*.

### 3. Dance (11 units)

- Theatre Arts 106 or 110.

# Theatre Arts (continued)

- b. Dance 218 and 242.
  - c. Four units chosen in consultation with the advisor from among 113, 115, 117, 213, 215, 217, 313, 315, and 317. (At least 1 unit must be at the 300 level.)
  - d. Four additional units (2 units within the department and 2 outside) chosen in consultation with the advisor.
  - e. Only 1 unit of theatre practicum in at least two different areas may be counted for the theatre field of concentration.
  - f. Writing/Communication requirement: *see acting major*.
- 4. Design (11 units)**
- a. Theatre Arts 217, 218.
  - b. Theatre Arts 106, 112, 199 and 2 units from 115 ( $\frac{1}{2}$ ), 220( $\frac{1}{2}$ ), 221 ( $\frac{1}{2}$ ), 227, 228, and 321 ( $\frac{1}{2}$ ).
  - c. Four additional units (2 units within the department and 2 outside) chosen in consultation with the advisor.
  - d. Only 1 unit of theatre practicum in at least two different areas may be counted for the theatre field of concentration.
  - e. Writing/Communication requirement: *see acting major*.
- 5. Directing (11 units)**
- a. Theatre Arts 217, 218.
  - b. Theatre Arts 106, 112, 199, 310, and 350.
  - c. Four additional units (2 units within the department and 2 outside) chosen in consultation with the advisor.
  - d. Only 1 unit of theatre practicum in at least two different areas may be counted for the theatre field of concentration.
  - e. Writing/Communication requirement: *see acting major*.
- 6. Stage Management (11 units)**
- a. Theatre Arts 217, 218.
  - b. Theatre Arts 106, 112, 199, 240 ( $\frac{1}{2}$ ), 310, and  $\frac{1}{2}$  unit from 115, 117, 221.
  - c. Four additional units (2 units within the department and 2 outside) chosen in consultation with the advisor.
  - d. Only 1 unit of theatre practicum in at least two different areas may be counted for the theatre field of concentration.
  - e. Writing/Communication requirement: *see acting major*.
- 7. Theatre History (11 units)**
- a. Theatre Arts 217, 218.
  - b. Theatre Arts 110, 199, 244, 252, and one course in theory and criticism.
  - c. Four additional units (2 units within the department and 2 outside) chosen in consultation with the advisor.
  - d. Only 1 unit of theatre practicum in at least two different areas may be counted for the theatre field of concentration.
  - e. Writing/Communication requirement: *see acting major*.

*Note: The department of theatre arts encourages an internship, field term, or summer participation in a professional theatre environment or specialized overseas study in theatre.*

## Description of Courses

### THEATRE ARTS

**100. Public Speaking (1).** Basic principles of effective communication for public speaking and small group deliberation. Intensive focus on speech composition (informative, ceremonial, and persuasive). A fundamental course for those students interested in a single course to develop speaking skills. Suitable for theatre majors and non-majors. *Offered each spring.*

**105. Oral Interpretation (1).** Oral interpretation of literature with attention to reading aloud such forms as poetry, narrative prose, and drama. Special emphasis on voice and diction. *Offered each fall.*

**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. *Offered each semester.*

**110. Introduction to Theatre (1).**

This course takes a page to stage approach to theatre as a performing art. By reading a representative number of plays, both classical and contemporary, students will gain a foundation in the elements, principles, and theories of the drama. At the same time, they will explore the interpretive methods and techniques used by theatre artists/practitioners in building a unified production from the “blueprint” of the playscript. The course is designed to give the play reader and playgoer an appreciation of the process by which theatre is realized as well as an understanding of the creative and cultural significance of theatre as a basic human endeavor. Attendance at major departmental productions is required. (WL) *Offered each spring.*

**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. *Offered each fall.*

**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.*

**115. Stagecraft (½).** Basic aspects of technical theatre are studied in connection with establishing working parameters of the equipment in the Neese Theatre complex. The practice of scenic construction, basic stage machinery, and crew job descriptions are covered. *Offered occasionally.*

**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. *Offered each fall.*

**160. Theories of Communication (1).**

A study of various theories of communication ranging from interpersonal to mass communication. The examination of the factors that affect communication such as use of symbols and signs, the medium, and the audience. (WL, LW) *Offered odd years.*

**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. (WL) *Offered each fall.*

**200. Introduction to Mass Media (1).**

The course explores the history, financial system, social interaction, and legal aspects of radio, television, cable, satellite, and other print and electronic digital media. This course will look at mass communication’s vital role in society, with discussion of media institutions, theories, practices, professions, and effects. Topics such as programming, research in mass media, technical developments, and current issues will be included. (WL) *Offered even years.*

**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 spring. Prerequisite: Theatre Arts 106.*

**215. 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.) (WL) *Prerequisite: English 205 or Theatre 110.*

# Theatre Arts (continued)

**217. 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.) (WL, LW) *Offered odd years, fall semester.*

**218. 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.) (WL, LW) *Offered even years, spring semester.*

**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 the 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 occasionally.*  
*Prerequisite: Theatre 112 or consent of instructor.*

**221. Drafting for the Stage (½).** The focus of this class is on drafting as a form of communication for visual ideas. This will be a project and critique-oriented course, the focus of which is theatrical drafting. Skills to be developed in this class include understanding of scale, two-dimensional representation of three-dimensional objects, and literacy of blueprint reading. *Offered occasionally.*

**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 even years, spring semester. Prerequisite: Theatre 112.*

**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 112.*

**234. Contemporary World Theatre:**

**A Culturally Inclusive Perspective (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.) (WL) *Offered occasionally. Topics course.*

**240. 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, fall semester.*

**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. (WL) *Offered occasionally. Topics course.*

**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 pro-

grams, field production, and directing for the broadcast media. *Offered each spring. Prerequisite: Theatre Arts 150.*

**250. Theatre 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. *Offered each year. Topics course. Prerequisite: Varies with topic.*

**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. (WL) (Also listed as English 252.) *Offered occasionally. Topics course.*

**260. Broadcast Journalism (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.*

**261. Persuasion in Mass Media (1).** This is the study of the use of persuasion found in the mass media such as radio, television, newspapers, magazines, and film. How are such messages prepared, and what is the impact they have on the consumer? (WL, LW) *Offered odd years, spring semester.*

**275. International Theatre: Topics (½, 1).** A seminar course in international theatre, the subject of which will be designated for each term in which it is offered. Subject areas on which the course may focus for a particular semester include drama, acting, dance, design, and directing. Studies may be of individual artists, selected works, or major movements. May be repeated for credit if topic is different. *Offered occasionally. Topics course.*

**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 each fall. Prerequisite: Theatre Arts 106, 206.*

**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 even years, spring semester. Prerequisite: Theatre Arts 106, 112, 199, and 206.*

**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 Arts 112.*

**325. Theatre Management (1).** Overview of major areas of theatre management, combining both the theoretical and the pragmatic. Primary subjects covered include: management philosophy, organization, audience appeal and



# Theatre Arts (continued)

development, public relations, season selections, budgets, publicity, printing, programs, box-office, house management, fund raising, contracts, role of the theatre manager in the total theatre operation and surrounding community. Although the focus is strongly on theatre, the material delineated is equally applicable to all art forms and, to a secondary degree, to any area of good management. *Offered occasionally.*  
*Prerequisite: Junior or senior standing or consent of instructor.*

**350. 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 odd years, spring semester. Prerequisite: Theatre Arts 310; junior or senior standing.*

**390. Special Projects (¼-1).** Individual work under faculty supervision with evaluation based on appropriate evidence of achievement.  
*Prerequisite: Ordinarily open to students with at least a "B" average in two previous theatre arts courses.*

## DANCE

*Dance courses are offered within the theatre arts curriculum and share with the rest of the program the department's philosophy that courses in theory and history should be integrated with performance. The department's humanistic orientation emphasizes dance's relation to theatre and the fine arts as well as its fundamental connection to the broad liberal arts curriculum, including—among others—the disciplines of history, religion, literature, physiology, and anthropology. The department's objective is dance literacy, producing intelligent dancers and sensitive viewers. The dance program aims at kinesthetic, cognitive, and creative understanding and the*

*development of skills, keen perception, imaginative problem solving, concentration, and respect for craft important to original work in all fields.*

**100. Fundamentals of Dance (1).** An introduction to dance as a theatre art including dance history and training in basic dance technique. Students will learn exercises and movement sequences designed to help develop awareness to the end of developing an understanding of the possibilities and potential for expression and communication through a discipline of movement and gesture. Intended principally for students without previous dance experience. The course includes discussion of dance history and aesthetics and an introduction to dance forms and terminology. *Offered occasionally.*

**109. Ballroom Dancing (¼).** 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, Paso Doble, 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.

**113. Modern Dance I (½).** A dance technique class that incorporates various modern dance styles. The emphasis is on alignment, stretching, quality of motion, and performance attitude.  
*Offered each fall.*

**115. Ballet I (½).** 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.  
*Offered each fall.*

**117. Jazz Dance I (½).** 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 each spring.*

**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 even years, spring semester.*

**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. *Prerequisite: Dance 113 or consent of instructor.*

**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. *Offered each fall. Prerequisite: Dance 115 or consent of instructor.*

**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: Dance 117 or consent of instructor.*

**218. 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 soci-

eties to the present. (WL) *Offered even years, spring semester. Prerequisite: Dance 100 recommended.*

**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. *Offered each fall. Prerequisite: Consent of instructor.*

**250. Selected Topics in Dance (½ or 1).** Concentrated study of aspects of dance or related fields based on particular interests and training of the instructor and/or demonstrated needs of the students. May be repeated for credit if topic is different. *Offered occasionally. Topics course. Prerequisite: Varies with topic.*

**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: Dance 213 or consent of instructor.*

**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: Dance 215 or consent of instructor.*

**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 each spring. Prerequisite: Dance 217 or consent of instructor.*

**350. Advanced Topics in Dance (½, 1).** Advanced study of dance and/or related fields based on particular curric-

# Theatre Arts (continued)

ular focus, special interests of faculty, and demonstrated needs of students. May be repeated for credit if topic is different. *Offered occasionally. Topics course. Prerequisite: Varies with topic.*

## **THEATRE PRACTICUM**

Supervised laboratory experience, offering  $\frac{1}{4}$  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.*

- 084. Choreography
- 085. Dance
- 086. Directing
- 087. House Management
- 088. Make-up
- 089. Properties
- 090. Sound
- 091. Acting
- 092. Box Office
- 093. Costumes
- 094. Lighting
- 095. Publicity
- 096. Scenery
- 097. Stage Management
- 098. Broadcasting
- 099. Pit Orchestra

# Women's and Gender Studies

*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.*

GREGORY BUCHANAN  
(psychology)

EMILY CHAMLEE-WRIGHT  
(economics and management)

SIEW SIM CHIN

SUZANNE COX (psychology)

SONJA DARLINGTON  
(education and youth studies)

GEORGIA DUERST-LAHTI  
(political science)

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)

EDWARD MATHIEU (history)

NANCY McDOWELL (anthropology)

DEBRA MAJEED (religious studies)

CATHERINE ORR, chair

JO ORTEL (art and art history)

LAURA PARMENTIER (chemistry)

JOHN ROSENWALD (English)

LINDA STURTZ (history)

OSWALDO VOYSEST  
(modern languages and literatures)

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 rel-

# Women's and Gender Studies (continued)

evant to women's and gender studies, including Women's and Gender Studies 301, 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 371.
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, 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

**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. *Offered each year.*

**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. *Offered each year.*

**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. *Offered each year.*

**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.

**255. International Perspectives on Women and Gender (1).** This course seeks to widen the scope of Western feminisms, to complicate so-called women's issues, and to en-gender issues that, on the surface, don't seem to be about gender at all by focusing students' attention outside of "mainstream" and/or U.S. contexts. Students are provided with frameworks for understanding various relationships between historical and contemporary global processes and their effects on concepts and practices of gender. In addition, students will be asked to use those frameworks to conduct a more in-depth study of a particular issue that has an impact on women and/or gender in a specific historical/cultural context. *Offered every other year.*

**258. Women and U.S. Popular Culture (1).** This course is designed to expose students to both the current and historical contexts of the various ways women are and have been represented in U.S. cultures and how those representations rigidify, negotiate, and/or subvert gender. Both media perspectives on U.S. feminisms and feminisms' perspectives on U.S. media will be explored. The course draws on Marxism, psychoanalysis, critical theory, and historical analyses to investigate various issues, stances, and approaches within feminist cultural studies. *Prerequisite: Women's and Gender Studies 150, 155, or 160, or consent of instructor.*

**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. *Topics course.* *Prerequisite: Women's and Gender Studies 150, 155, or 160, or consent of instructor.*

**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.*

**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

# Women's and Gender Studies (continued)

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.*

**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. *Topics course. Prerequisite: 5 units in women's and gender studies courses (including two of the three introductory courses) or consent of instructor.*

**371. 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 two of the three introductory courses, one 300-level women's and gender studies course, and a methods course).*

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

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

**395. Teaching Assistant (½).** Work with faculty in research or classroom instruction. *Prerequisite: Consent of instructor.*

**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.

**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. Topics course.*

**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, African Markets and Institutions, Survey of U.S. Women's History, Womanist Politics: Spirituality, Intersectionality, and Community in the Political Lives of African-American Women, Women Writers, Women and Gender in Islam, and the Image of Women in Latin American 19th-Century Letters. Topics course.*

**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. *Topics course.*

**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, and Women in Music: International Perspectives, and Gender in Religious Practice. *Topics course.*

**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. *Topics course.*



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Minor Fields of  
Concentration

# Minor Fields of Concentration

## 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 3)  
European studies  
Health and society (see chapter 3)  
Interdisciplinary minor: self-designed (see chapter 3)  
Journalism  
Latin American and Caribbean studies  
Legal studies  
Medieval studies  
Museum studies  
Peace and justice studies  
Performing arts  
Russian studies  
Women's and gender studies (see chapter 3)

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 3 under the appropriate department for descriptions.

Anthropology  
Biology

- biology and society
- integrative biology

Chemistry  
Computer science  
English  
Geology  
History  
Mathematics  
Music  
Philosophy and religious studies

- philosophy
- religious studies
- philosophy and religious studies

Physics  
Political science

# African Studies

*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

SCOTT BEAULIER (economics and management)

EMILY CHAMLEE-WRIGHT  
(economics and management)

SONJA DARLINGTON  
(education)

BETH DOUGHERTY, advisor  
(political science)

MARION FIELD FASS (biology)

DEBRA MAJEED (religious studies)

EDWARD MATHIEU (history)

BEATRICE MCKENZIE (history)

## African Studies Minor (5 ½ - 6 units)

1. Political Science 247.
2. Four units drawn from the following courses, representing at least two divisions:
  - a. Any of the following courses:  
Anthropology 328\*, 375\*;  
Biology 201\*, 206\*,

Conservation Biology\*;  
Economics 204, 235\*, 236;  
Education and Youth Studies  
276\*; Geology 100\*, 110\*;  
History 210\*, 282\*; Mathematics  
103\*; Music 207\*; Political  
Science 262, 265; Religious  
Studies 200 (when topic is Islam);  
Women's and Gender Studies  
255\*.

- 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.
5. A cumulative grade point average of

## **African Studies (continued)**

at least 2.0 in courses presented in fulfillment of the minor.

### **Description of Courses**

#### **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

*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 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)

Departments and programs whose faculty frequently or regularly offer AMST courses include anthropology, art and art history, economics and management, education, English, environmental studies, health and society, history, interdisciplinary studies, legal studies, music, philosophy and religious studies, political science, sociology, and women's and gender studies. All programs offer topics courses which may be designated as American studies.

## American Studies Minor (5½ - 6 units)

Of these units, courses must be taken in at least three different departments.

Students desiring to complete a minor in American studies must fulfill the following requirements:

1. One introductory level course in American literature and one other course designated American Studies (AMST). Outside the English department, 100-level courses with American studies content can be found in economics, education, music, philosophy and religious studies, political science, and women's and gender studies.
2. Declaration of the minor and consultation with the American studies advisor.
3. Three disciplinary or interdisciplinary “concentration” courses, chosen in consultation with the advisor, which are clearly American studies in content and interrelated to one another either in topical, historical, or thematic perspectives. No more than two 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 registration booklet under American studies, but course approval can reside with the advisor.) OR
  - b. Under the direction of a faculty member as a special project

# American Studies (continued)

(AMST 390, ½ unit), one of the following:

1. A field project and report.
  2. A research project and paper.
  3. 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.
7. A cumulative grade point average of at least 2.0 in courses presented in fulfillment of the minor.

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

## Courses

Courses from the current College catalog which may satisfy American studies requirements include but are not limited to:

Anthropology 304, 314, 315, 316, 342, 346  
Art 280, 285\*  
Dance 218, 250\*  
Economics 199, 270\*, 271\*, 320  
Education and Youth Studies 101, 204, 276\*  
English 190\*, 196, 256, 257\*, 258\*  
Environmental Studies 276  
Health and Society 340  
History 235, 237, 239, 241, 244, 245, 248, 275, 283, 383, 384, 386\*  
Interdisciplinary Studies 223, 228, 230\*, 236, 239

Legal Studies 200, 300

Music 123, 125, 126, 200\*

Philosophy 215, 224, 380\*

Political Science 110, 215, 216, 217, 218, 221\*, 225, 227, 272, 273, 306, 310, 380

Psychology 260, 285, 360, 385

Religious Studies 105, 210\*

Sociology 205, 210, 220, 225, 240, 245, 250, 270, 275, 315

Theatre Arts 160, 200, 250\*, 261

Women's and Gender Studies 150, 260\*, 360

\*American emphasis

*Students should check catalog and registration booklet descriptions to make sure the above courses fulfill American studies requirements.*

# Ancient Mediterranean Studies

*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 undertake a comparative project during their senior year.*

## Faculty

ANN DAVIES (political science)

CONSTANTINE HADAVAS, advisor  
(classics)

GENE MILLER (classics)

ARTHUR ROBSON (classics)

DANIEL SHEA (anthropology)

PHILIP SHIELDS (philosophy)

JOHN WATROUS (classics)

## Ancient Mediterranean Studies Minor (6 units)

1. Two courses in Greek, Latin, or Egyptian, or two courses from the following: History 221, 222; Philosophy 200.
2. Classics 100.
3. Three courses chosen from: Anthropology 110, 310; Art 120, 237; 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 three 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.
7. A cumulative grade point average of at least 2.0 in courses presented in fulfillment of the minor.

# Asian Studies

*Beloit College prides itself on the strength of its innovative and interdisciplinary Asian studies minor. Characterized by both the breadth and depth of its course offerings, the program studies the diverse cultures and societies of Asia: their past, their present, and their future. Beloit graduates with Asian studies experience have found rewarding careers in many fields: journalism, academia, government, law, and business. The Asian studies advisor has information on careers and assists students in applying to graduate programs in Asian studies or disciplinary programs with an Asian focus.*

## Faculty

**JOY BECKMAN**

(art history and director of the Wright Museum)

**ANDRÁS BOROS-KAZAI**

(international relations)

**NATALIE GUMMER**

(religious studies)

**ROBERT LaFLEUR**

(history and anthropology)

**SCOTT LINEBERGER**

(modern languages and literatures)

**DEBRA MAJEED** (religious studies)

**AKIKO OGINO**

(modern languages and literatures)

**WARREN PALMER**, advisor

(economics and management)

**JOHN RAPP** (political science)

**SHIN YONG ROBSON**

(modern languages and literatures)

**JOHN ROSENWALD** (English)

**PHILIP SHIELDS** (philosophy)

**DANIEL YOUND**

(modern languages and literatures)

## Asian Studies Minor (6 units)

1. One unit from history 291, 292, or a comparable introductory course in Asian studies. Many courses may count toward this requirement. Contact the Asian studies advisor for a current list.
2. Asian Studies 351 (½ unit).
3. Two units of an approved Asian language, usually Arabic, Chinese, or Japanese.
4. a. 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  
b. As an alternative, students may graduate with a minor in Asian studies by completing requirements 1 and 2 above along with successful completion of a Beloit College or other study abroad program in an Asian country approved by the Asian studies advisor and the Committee on International Education.
5. A cumulative grade point average of at least 2.0 in the courses presented in fulfillment of the minor.

*Note: Students who are majoring in East Asian languages and cultures 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 nine-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.*

**242. China: The Long Revolution (1).** An examination of Chinese society and culture as seen through the social, political, cultural, and economic revolutions of the 19th and 20th centuries. The course will feature materials from history, government, literature, and other disciplines to emphasize the theme that “modern China” developed from a long series of revolutionary experiences and struggles. In addition, the course will demonstrate how the concept of revolution continues to have an impact on the way Chinese view their history and on their expectations for China’s future development.

**262. Daoism (Taoism) (½, 1).** The ultimate interdisciplinary subject. Though in China Daoism is both a philosophy and a religion, students are introduced to Daoist history, politics, poetry, painting, diet, exercise, and sexual doctrines from the 6th century B.C. to the present. *Prerequisite: Sophomore standing.*

**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 291 or 292, or at least one comparable course in Asian Studies with consent of Asian Studies advisor.*

# Computational Visualization and Modeling

*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 (CVM) 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 and management)

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

(art and art history)

## Computational Visualization and Modeling Minor

(5 ½ units)

1. Three and ½ units consisting of Computer Science 121, 131, 201, 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 or computational physics), 330, 350.

*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 CVM rubrics 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.
3. A cumulative grade point average of at least 2.0 in courses presented in fulfillment of the minor.

# European Studies

*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. A special project (1) 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 120, 231, 240, 245; Classics 205, 225, 230; Economics 238; English 195, 251, 252, 253; History 200, 205, 217, 218, 223, 264, 265, 266, 267, 384; Interdisciplinary Studies 217, 255, 272, 277; Music 201, 202, 203, 210; Philosophy 110, 200, 205, 238, 240; Political Science 235, 237, 240, 280, 285; Psychology 300; Sociology 310; Theatre Arts 217, 218, 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 255, 285; Comparative Literature 230; Economics 370; English 234, 254, 257, 258, 271; History 150, 210; Political Science 205, 295; Religious Studies 200, 210, 220, 230.
5. A cumulative grade point average of at least 2.0 in courses presented in fulfillment of the minor.

# Journalism

*Students may elect a minor in journalism to supplement their major concentration in any College department.*

*Journalism at Beloit is a liberal arts, interdisciplinary program that also includes the possibility of practical journalistic experience. The aims of the program are to make students proficient in major kinds of journalistic composition (such as news stories, magazine features, editorials, and columns); and to help students practice journalism in broader contexts (such as societal, intellectual, ethical, and experiential contexts).*

## Faculty

CHRISTOPHER FINK, advisor  
(English)

SHAWN GILLEN (English)

CHARLES LEWIS (English)

TOM McBRIDE (English)

DEBRA SCHWARTZ (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 (Practicum in Literary Editing).
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 two other courses from the English department may be counted toward the journalism minor.

7. A cumulative grade point average of at least 2.0 in courses taken in fulfillment of the minor.

## Description of Courses

### 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. (WL, LW) *Offered each fall.*

### 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. (WL, LW) *Offered each spring. Prerequisite: Journalism 125 is recommended.*

### 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.*

### 301. Topics in Journalism (½, 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. Topics course. Prerequisite: Varies with instructor and topic.*

# Latin American and Caribbean Studies

*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

SYLVIA LÓPEZ, advisor  
(modern languages and literatures)

SCOTT LYNGAAS  
(modern languages and literatures)

BEATRICE McKENZIE (history)

DANIEL SHEA (anthropology)

LINDA STURTZ (history)

PABLO TORAL (political science)

OSWALDO VOYSEST  
(modern languages and literatures)

## Latin American and Caribbean Studies Minor (6 units)

1. Latin American Studies 210.
2. One unit from Anthropology

311/Art 211, Anthropology 315, 316, or 342.

3. One unit from Political Science 273, History 283 or 383.
4. One unit from French 210, 215; Spanish 210, 215.
5. Two units from Biology 206\*; Economics 204\*, 235\*, 238; French 280; History 150\*, 282, 385\*; Interdisciplinary Studies 265; Mathematics 103\*; Political Science 240\*, 255\*, 257\*, 272; and all Spanish courses 240 or above\*.
6. A cumulative grade point average of at least 2.0 in courses presented in fulfillment of 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 or the Associated Colleges of the Midwest Program in Costa Rica. Upon consultation with the minor advisor, course work taken through either of these two programs may substitute for certain required and elective courses. In order to qualify for these programs, students should begin Spanish language study early.
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.

# Latin American and Caribbean Studies (continued)

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.

## Description of Courses

**210. Introduction to Latin America and the Caribbean (1).** Taught in Spanish in even years. Cross-listed as Political Science 272 or Spanish 220.

# Legal Studies

*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 evolution of disputes and their resolutions, 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

ANN DAVIES (political science)

WILLIAM GANSNER  
(legal studies)

WILLIAM NEW  
(education and youth studies)

MATTHEW TEDESCO  
(philosophy)

CHARLES WESTERBERG  
(sociology)

LAWRENCE WHITE, advisor  
(psychology)

## Legal Studies Minor (5 ½ 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, 260, 262, 280, 285, 380.
  - b. Sociology 270, 340.
  - c. Interdisciplinary Studies 239.
  - d. Environmental Studies 276.
  - e. Philosophy 243.

3. One unit from among the following: Philosophy 221, 224; or Religious Studies 220 (when appropriate) or Sociology 280.
4. Completion of Legal Studies 300 (½) during the junior or senior year.
5. Completion of an internship in a law-related setting. The internship carries at least ½ unit of credit and normally is arranged through the Field and Career Services office, in consultation with the minor advisor.
6. A cumulative grade point average of at least 2.0 in courses presented in fulfillment of the minor.

## Description of Courses

**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. *Offered each year. Prerequisite: Sophomore standing.*

**300. Advanced Seminar in Legal Studies** (½). This seminar explores a unifying theme within the domain of legal studies, selected jointly by students and faculty facilitators. Seminar participants discuss common readings and give oral presentations in a colloquium setting. *Offered each year. Prerequisite: Junior or senior standing, Legal Studies 200, and two additional legal studies courses from different departments or programs.*

# Medieval Studies

*The minor in medieval studies offers students the opportunity to acquire an understanding of the historical, cultural, and social forces that shaped western civilization during the Middle Ages. Its primary goal is to foster a holistic appreciation of European culture in the period between the end of antiquity and the rise of the early modern 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 interdiscipli-*

*nary 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

ELLEN JOYCE, advisor (history)

KOSTA HADAVAS (classics)

LISA HAINES-WRIGHT (English)

ART ROBSON (classics)

KATHLEEN SCHOWALTER  
(art and art history)

## 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 one must be numbered 300 or above and which must include at least two different subject designers. (Students may, in consultation with the medieval studies advisor, design a special project that would substitute for a 300-level course.): Art 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.*



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 towards 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 we have, therefore, given it priority. Other modern European languages are also

expected for graduate work in the field).

5. International and experiential work: as many as two credits 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.
6. A cumulative grade point average of at least 2.0 in courses presented in fulfillment of the minor.

# Museum Studies

*Students may complete a minor in museum studies to supplement any major. Class work is combined with experience in the Beloit College museums (Logan Museum of Anthropology and Wright Museum of Art) and off-campus museums. Museum Studies students use this background to build 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

JOY BECKMAN

(art history and museum studies)

WILLIAM GREEN, advisor

(anthropology and museum studies)

JANE KETCHAM

NICOLETTE MEISTER

KARLA WHEELER

## Museum Studies Minor (6 units)

1. Museum Studies 245 and either 275, 360 or 370.
2. Three of five designated courses: Anthropology 200, 210; Anthropology 311/Art 211, Art 120, 125. Other courses may be substituted, as determined by the needs of the student and approved by the program advisor.
3. Museum Studies 390 (1).
4. Participation in the ongoing programs of the Beloit College museums.
5. A registered internship in a museum or another approved institution.
6. A cumulative grade point average of at least 2.0 in courses presented in fulfillment of the minor.

## Description of Courses

**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 funding. Lecture, discussion, and field trips. Offered each fall. Prerequisite: Sophomore standing.

**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.

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

**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 and consent of instructor.*

**370. 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. *Prerequisite: Museum Studies 245.*

**390. Special Projects (1).** A directed independent study course relating museum theory to practical experience. Appropriate topics selected in consultation with the program advisor.

# Peace and Justice Studies

*The peace and justice studies minor provides students broad opportunities for critical study of diverse issues such as the economic, social, and political dimensions of justice, conflict resolution, models of cooperation and conflict, dispute settlement mechanisms, peacemaking, peacekeeping, peace-building, mediation, philosophical and religious foundations of peace, gender, race, cultural dimensions of peace and justice, domestic and international law and institutions, human rights, origins of war and peace, terrorism, the environment, and responsibilities of individuals and social institutions. Students who minor in peace and justice studies may be better prepared to enter careers in non-governmental organizations, social activism, law, social work, religious organizations, government, business and international organizations. Students in the minor are encouraged to seek possibilities to study the subject while studying abroad or enrolled in domestic off-campus programs.*

## Faculty

DEBRA MAJEED (religious studies)

WILLIAM NEW, advisor  
(education and youth studies)

CATHERINE ORR  
(women's and gender studies)

AMY SARNO (theatre arts)

PABLO TORAL (political science)

## Peace and Justice Studies Minor

(6 credits)

1. Interdisciplinary Studies 234 and 268.
2. Three of 13 designated elective courses: Economics 204; Education and Youth Studies 204; Environmental Studies 250; Chemistry 127 (Topic: Art and Science of Negotiation); History 282; Interdisciplinary Studies 222; Philosophy 220; Political Science 262, 280; Religious Studies 220; Sociology 215, 270; Women's and Gender Studies 255. Other courses may be substituted, as determined by the needs of the student and approved by the advisor. New peace and justice studies-designated courses, when approved, will be announced in the semester schedule booklet.
3. Completion of an internship with field experience that carries at least one-half unit of credit. The internship is arranged in consultation with the minor advisor. The student should present a paper based on the internship to a broad audience. Examples of internships are those conducted through many of Beloit's off-campus programs, Chicago's urban studies program, and the Duffy Community Partnership internship program.
4. Interdisciplinary Studies 350 (½).
5. Normally, no more than 1 unit taken to satisfy major requirements may be counted toward the minor.
6. A cumulative grade point average of at least 2.0 in courses presented in fulfillment of the minor.

# Performing Arts

*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 dance, music, and theatre arts. 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.
6. A cumulative grade point average of at least 2.0 in courses presented in fulfillment of the minor.

## Description of Courses

**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.

**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.*

**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

*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

EDWARD MATHIEU (history)

OLGA OGURTSOVA  
(modern languages and literatures)

DONNA OLIVER, advisor  
(modern languages and literatures)

J. PATRICK POLLEY  
(physics and astronomy)

JOHN RAPP (political science)

MAX YOUNT (music)

## Russian Studies Minor (6 units)

1. Russian Studies 250 and Russian 105.
2. One unit from History 200 or 205.
3. One unit from Russian 250, 255, or 260.
4. Students must complete 2 units of electives from the following list or

any course not elected from above:  
Economics 238

History 210 (appropriate topic)

Interdisciplinary Studies 277

Music 210

Political Science 240

Russian Studies 270

Any Russian language courses, 110 or above.

Other courses, such as interdisciplinary studies courses, special projects, and appropriate foreign study courses may substitute for electives with the consent of the Russian studies advisor.

5. A cumulative grade point average of at least 2.0 in courses presented in fulfillment of the minor.

## Description of Courses

**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.

**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 relation 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. *Topics course.*



# Special Academic Programs

# Special Academic Programs

## 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)

- Marine Biological Laboratory Program
- Associated Colleges of the Midwest
  - Chicago Arts Program
  - Newberry Seminar in the Humanities
  - Oak Ridge Science Semester
  - Urban Studies
- American University Programs

## Physical Education, Recreation, and Athletics

## Preprofessional Programs

- Environmental Management and Forestry Cooperative Program
- Special Engineering Programs
- Pre-Law Preparation
- Medical Professions Programs

## Residencies

- Victor E. Ferrall, Jr. Endowed Artists-in-Residence Program
- Ginsberg Family Artists-in-Residence Program
- Lois Wilson Mackey'45 Chair in Creative Writing
- Weissberg Chair in International Studies

## Special Academic Programs in the Sciences

- BioQUEST Curriculum Consortium
- ChemLinks Coalition
- Keck Geology Consortium

## Special Experiential Programs

- Center for Entrepreneurship in Liberal Education at Beloit
- Duffy Community Partnerships Program
- Sanger Scholars Program

## Other Special Programs

- Anthropological Field School
- Coe College Wilderness Field Station
- The Miller Upton Programs
- University of Wisconsin Exchange Program



# Center for Language Studies

*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 nine-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 225 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**

**PATRICIA ZODY, director**

## **Description of Courses**

### **ARABIC**

**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.

### **CHINESE**

**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. Complex characters will be introduced. A cultural component is interspersed with daily language studies.

**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 complex 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.

**200A, 205A. Third-Year Chinese I, II (1½ each).** A course in conversation and

# Center for Language Studies (continued)

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 complex characters. The course also provides personalized instruction through selected readings in literature and the social sciences.

## JAPANESE

**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.

**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.

**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.

## RUSSIAN

**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.

**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.

**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.

**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

*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

COLLEEN SHAUGHNESSY,  
instructor (Office of International  
Education)

## Description of Courses

**230. Advanced Speaking and Listening (1).** This course focuses on academic and social communication: giving presentations, participating in class discussions, and learning American slang. Students listen to a variety of media as well as present, debate, and discuss both academic and informal topics. In addition, assignments involving movies and on-campus speakers expose students to U.S. English at its natural speed and in its varied forms. *Offered each fall.*

**235. Advanced Reading and Writing (1).** This course provides international students who have a good command of English with additional work on academic and informal reading and writing. Vocabulary, reading strategies, and writing skills are developed. Students learn the rhetorical modes used in U.S. college classrooms and expand their understanding of academic research standards in the U.S. In addition, readings on cultural and historical topics will introduce students to various writing styles within the U.S. literary field. (LW) *Offered each fall.*

**242. U.S. Culture and Film (1).** Film develops students' overall command of English as they interact with multiple types 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 watching films and varied readings, students develop U.S. cultural and historical knowledge. Writing assignments engage students in research and develop their analytical skills. (LW) *Offered each spring.*

# International Education

*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 that stresses 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, adopted in 2003:*

In providing a program of international education, Beloit College aspires to graduate students who will engage other cultures, 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, 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 for both students and faculty; a curriculum rich in international and global content; support for faculty, staff, and other resource development; the hosting of international visitors; and the encouragement of a campus environment hospitable to international edu-

cation, including a full range of co-curricular activities.

*The Office of International Education, located in the International House, is charged with administering and promoting programs and activities that provide international educational opportunities.*

*The faculty/staff Committee on International Education serves as an advisory group to the office.*

## Staff

ELIZABETH BREWER, director

LORI BROOKS, program coordinator

JOSIELYN INALDO, assistant director and international student advisor

COLLEEN SHAUGHNESSY, ESL instructor

BARBARA SPENCER, assistant director and off-campus studies advisor

[www.beloit.edu/~oie](http://www.beloit.edu/~oie)

## International Co-Curricular Activities

International co-curricular activities are intended to involve the broad campus community in international education and to enable students to participate in activities both as observers and actors. Thus, at times students are taught, while at others, they do the teaching.

Examples of current co-curricular activities promoting international education are:

**International Symposium.** This day-long, campus-wide event was inaugurated in November 2002 to provide a forum for students to make presentations about their studies in a country other than their own. While some students focus on the intercultural aspects of their learning, others present research conducted abroad, while yet others participate in panel discussions focusing on current international events.

**The Weissberg Chair.** Thanks to a generous donation to the College, the

# International Education (continued)

Weissberg Chair each year brings to campus a distinguished public figure for a seven- to 10-day residency. Focusing on a particular aspect of international affairs, 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, and 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; and Richard Goldstone, international jurist and leading figure in guiding nations from conflict to legal and constitutional governments.

**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. In 2006, activities included: an international poetry reading, an international dance festival, the International Symposium, a major address on legalized torture by historian Alfred W. McCoy, a panel of political science faculty discussing the impact of the election on foreign policy, and international food served every night in the dining hall.

## Study Abroad

Study abroad provides critical learning opportunities for students in all disciplines. More than 45 percent of any Beloit graduating class will have studied abroad for a semester or academic year either on a Beloit or non-Beloit program. The College hopes to increase this percentage to 55 percent.

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. A list of faculty who serve as advisors for specific study abroad programs is available in the office.

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 others' perspectives, reflect on their own assumptions and values while abroad, 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 sponsors 15 semester and academic-year study abroad programs, 12 of which involve an exchange component, under which students from partner institutions come to Beloit for a semester or year of study. The College adopted this approach to study abroad to

enable 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.

Particularly exciting is the Cities in Transition project, in which courses offered in Beloit and at selected study abroad sites are designed to teach students to engage with environments beyond the classroom. As of spring 2007, Cities in Transition courses are offered in Quito (Ecuador), Kaifeng and Jinan (China), Dakar (Senegal) as well as in the city of Beloit. A course in Moscow (Russia) will begin soon. In all cases, students learn to read the city as text. Depending on where they study, they pursue volunteer work or a research project that furthers their interactions with and understanding of the city in which they are studying.

On occasion courses are offered with travel segments to countries related to the course topic. Examples in the 2006-07 academic year include an interdisciplinary service-learning course traveling to Panama over spring break and an interdisciplinary course in microcredit and health traveling to Nicaragua over the same period.

### **Where students study abroad**

In 2006-07, 155 students studied abroad for a semester or academic year in 42 countries through 68 different programs. Beloit College-administered options took students to Brazil, China, Ecuador, Estonia and Morocco, Germany, Hong Kong, Hungary, Ireland, Japan, Russia, Scotland, Senegal, and Turkey. Students also enrolled directly in universities abroad and through programs administered by other organizations. These include the consortia to which Beloit belongs: 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 10 percent of study abroad took place in Africa, 14 percent in Asia, 43 percent in Europe, 7 percent in the Middle East, and 14 percent in Oceania. The majority of students studied another language while abroad, while many also engaged in some kind of field work, research, or other form of credit-bearing experiential education.

### **Preparation for off-campus study**

Beloit College provides many resources on campus for students as they prepare for off-campus study. Many departments routinely offer courses that are substantially international in focus. Student research projects for courses or as independent study can focus on a topic not covered in class to assist in learning about the issues of the chosen country or region.

### **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 regularly offers instruction in Arabic. Other SILO languages in recent years have included Portuguese and Wolof.

### **Language Multimedia Center**

The department of modern languages and literatures maintains a multimedia center with tapes and videos and a Web page with links to radio and newspapers worldwide.

# International Education (continued)

## 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 nine weeks. The program combines the teaching of language and culture. Beloit offers programs in Arabic, Chinese, Japanese, and Russian. Other languages may be taught by special arrangement.

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. The computerized multimedia center integrates educational technology with language study.

## 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 Web site. 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.

## Experiential Education

Students interested in experiential education abroad (volunteering, internships, field work) are encouraged to prepare for this by engaging in similar work before they leave. Local options include community service in Beloit at the Merrill Community Center and the Stateline Literacy

Council and internships with other local organizations.

## Beloit Study Abroad Programs

In addition to the programs described below, others may be offered from time to time.

### Brazil Program, Ouro Preto

The Federal University of Ouro Preto is located in Ouro Preto, a historic city in the gem-mining region of the state of Minas Gerais. Students study in Portuguese and live with Brazilian students in a *republica* (student-governed house). Courses include intensive Portuguese, social sciences, literature and history, and geology. Course choices are wider with higher language proficiency. Portuguese language competency is required. Students with strong Spanish skills may be accepted if they present a solid plan for acquiring some Portuguese language skills. *Fall, spring, or academic year.*

### 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 "Cities in Transition: China." Taught by a Beloit College faculty member, this interdisciplinary course enables students to strengthen their language while gaining a greater understanding of the environment 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 a course focusing on Quito in transition, combining classroom and community-based learning. Placement in a community organization is part of the 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  $\frac{3}{4}$  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.*

*NOTE: USFQ is opening new programs for study abroad students at its Riobamba campus, focusing on aspects of Andean life and culture.*

### **Estonia/Morocco Program, Tartu and Fez**

The focus of the Estonia/Morocco Program is cross-cultural psychology, although students in any major may

participate in the program. The faculty-led program begins in the university town of Tartu, Estonia, where students take courses in Estonian language and culture, contemporary Estonian society, cross-cultural psychology, and cross-cultural research methods. 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 psychology 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 2008.*

### **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). 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. *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

# International Education (continued)

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.*

## **Ireland Program, Galway**

Students study at the National University of Ireland, Galway, on the west coast of Ireland in the heart of the region where the Irish language is still spoken and taught in schools. The university is active in the national effort to revive the use of Gaelic and serves as the European Union's designated center for the teaching of the language. Students choose from a comprehensive offering of courses including archaeology, economics, health studies, history, literature, political science, sociology, and psychology. Housing is in student flats. A 3.0 GPA is required. *Fall or spring.*

## **Japan Program, Osaka**

In the Asian Studies program at Kansai Gaidai University, students take classes with other international students and some Japanese students studying at the university. Courses are in English and Japanese, and include spoken and written Japanese, 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 classroom and co-curricular activities. A 3.0 GPA and at least one year of Japanese is required. *Fall, spring, or academic year.*

## **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.*

## **Netherlands Program, Hertogenbosch (Den Bosch)**

Avans Hogeschool's-Hertogenbosch is located in a medium-sized city and offers a small number of excellent professional university programs. Junior or senior students of international business and languages take courses in English with Dutch and other international students. Dutch language and culture courses are also available. Internships may be arranged. *Spring or academic year.*

## **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. A course on Moscow in Transition is scheduled to begin in the next years, in which the city of Moscow will serve as the primary text and students will undertake projects to deepen their engagement with and understanding of the city in which they are studying. Moscow cultural life is a rich mix of world-class museums, theatres, and dance companies, and students are encouraged to participate in the life of the city, as volunteers and through other activities. Completion of third-

year Russian is strongly recommended. Students live in an international residence hall on campus. *Fall, spring, or academic year.*

### **Scotland Program, Glasgow**

Students study at the historic University of Glasgow, located in the best-preserved Victorian city in the United Kingdom. The Scotland fall term begins with pre-session courses designed for visiting students.

Following the pre-session, program participants enroll in the University of Glasgow standard curriculum. Spring semester students choose courses from the standard university curriculum. Students live in residence halls and flats near campus. There are some restrictions on course offerings in the spring semester. A 3.0 GPA is expected. *Fall, spring, or academic year.*

### **Senegal Program, Dakar**

French-speaking West Africa is the focus of this program located in Dakar in affiliation with Cheikh Anta Diop University, the leading Francophone African university. Students study Wolof, one of the major regional languages, take social science and humanities courses at the Baobab Center and the West African Research Center, and enroll in a course on Dakar in Transition. In this course, they study with Senegalese students and undertake projects designed to deepen their understanding of key contemporary issues in the city of Dakar. Course work is in French. Courses include social science and humanities courses focused on the region. Students should have completed three years of college French to be eligible. 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 at Marmara University. Students interested in international relations, economics, and politics of this country that bridges Europe and the Middle East find this a fascinating

study opportunity. Courses at the university are taught in English, German, and Turkish. Students study Turkish and choose from classes in economics, business, and international relations. They live on campus in a residence hall for graduate students and international visitors. *Spring.*

## **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.

### **Anthropology Field School**

Students in the anthropology department may participate in the excavation at the summer field school sites in Wisconsin and Chile.

### **Internships and summer jobs**

Many short and long-term internships and work abroad opportunities can be found by consulting with staff at the Office of Field and Career Services.

## **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: Culture & Society in Africa**

Located at the University of Botswana

# International Education (continued)

in Gaborone, the nation's capital and center of its economic and political life, this program addresses the significant challenges of social, economic, and political development in Botswana. University of Botswana faculty members offer courses in many aspects of African political, cultural and socio-economic life and Setswana language. Students also take a course from the program director, who is a visiting member from an ACM college, and complete an independent field project under the guidance of program staff or university faculty. Family stays or graduate student dormitories in Gaborone offer students the opportunity to participate in community life. The academic program is also enriched by field trips. *Spring.*

## **Central European Studies in the Czech Republic**

Combining its rich cultural heritage, the emerging revival of democracy, and a struggle for economic success, the Czech Republic mirrors much of Eastern and Central Europe. The program is based at Palacký University in Olomouc, the historic capital of Moravia. Students from many disciplines can benefit from intensive language training, course work, field trips to major Central European cities, independent research, a three-week host family stay, and housing among Czech students in university dormitories. Courses cover Central European history, contemporary socio-political issues, and Czech literature and culture. *Fall.*

## **Costa Rica: Studies in Latin American Culture and Society**

Studies in Latin American Culture and Society is an interdisciplinary program for students seeking a comprehensive understanding of life in Latin America and wishing to develop fluency in Spanish. Language study is stressed as the key to understanding the culture. Course work in language, literature, geography, anthropology, politics, and culture enables students to develop insights which are reinforced by field trips and two weeks of field work in

rural areas. In San José and its environs, students live with families both to improve their language ability and enjoy personal involvement in the daily life of a Latin American community. *Fall.*

## **Costa Rica: Tropical Field Research**

The Tropical Field Research Program is designed for advanced work in all disciplines. Costa Rica supports an extraordinary variety of plant and animal life and provides rich research opportunities for students of tropical biology and ecology. An equally broad range of research topics is available for students of anthropology, archaeology, economics, geography, geology, history, political science, literature, fine arts, and sociology. Students prepare for their research during a month-long orientation which includes intensive language training and a review of field work methodology. Their field study may be integrated with an ongoing project or undertaken independently under the supervision of a faculty advisor. *Spring.*

## **Florence**

The Florence Program provides an opportunity to study Renaissance painting, sculpture, architecture, history, and literature for students interested in Romance Languages and the humanities. Italian language instruction, a studio art course, and courses providing a broad perspective on Italian contributions to world civilization facilitate the study of Florentine artistic and cultural heritage. Visits to museums and galleries, short field trips to other cities throughout Italy, and discussions with local scholars supplement this course work. Staying with Italian host families enriches participants' awareness of modern Italian life as well. *Fall.*

## **India Studies**

The Indian subcontinent provides a rich and complex background for the study of a non-Western civilization. India Studies program participants live with Indian host families in Pune, a city that is both traditional and highly industrial-

ized. This offers students an opportunity to observe the interaction of tradition and modernity that characterizes contemporary India. Students enroll at Tilak Maharashtra Vidyapeeth where they have language instruction, choose four other courses, and complete independent study projects. Additionally, students enjoy field trips and a variety of extracurricular activities that can be arranged, such as dance, yoga, weaving, and batik. *Fall.*

### **Japan Study**

Students study at Waseda University's School of International Liberal Studies in Tokyo after a brief orientation providing intensive language practice and cultural discussions. In addition to required language study, electives may be chosen from a wide range of Asian studies courses taught in English. A family-living experience in Tokyo provides an informal education in Japanese culture and is in many ways the dominant feature of the program, offering total immersion in the Japanese way of life. The program is recommended for a full year of study, although a term or semester option is also available. The full-year program includes a month-long cultural practicum or internship in another region of Japan, usually in February or March. *Fall, spring, or academic year.*

### **London and Florence: Arts in Context**

The London and Florence Program compares the artistic achievements of two historically prominent cities. Participants study the historical and political context of art, architecture, literature and theatre, as well as Italian language. Visits to museums, galleries, theatres, short trips to other areas of England and Italy, and discussions with local scholars supplement this course work. Students spend eight weeks in each city and enjoy a week-long mid-semester break. An optional intensive course in Italian language is offered every January in Florence ( $\frac{3}{4}$  unit). *Spring.*

### **Tanzania: Studies in Human Evolution and Ecology**

The Tanzania program offers undergraduates a unique opportunity to conduct field work in some of the world's greatest paleoanthropological and ecological sites. Students divide their time between the University of Dar es Salaam and the Northern Region of Tanzania. At the university they take courses in intensive Swahili, human evolution, and the ecology of the Maasai ecosystem while developing a field project. For the next six weeks, students live in field camps and pursue individual field projects in the Tarangire/Ngorongoro area before returning to the university for final work on their projects. The program is both physically and academically demanding. *Fall.*

# Off-Campus Programs (Domestic)

## Off-Campus Study Programs (Domestic)

The Office of International Education also administers applications to selected domestic off-campus programs. Approximately 20 students each year enroll in domestic off-campus programs for one semester. As with study abroad, financial aid applies to tuition. Domestic off-campus programs are intended to allow students to extend their Beloit education through participation in programs that supplement and enrich their on-campus education. 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 Arts Program: Internships, Seminars, Workshops**

The Chicago Arts Program is a 15-week semester of urban art immersion during which students explore the arts through practical, creative, and scholarly activity. While living in Chicago,

in addition to attending a wide range of cultural events, students meet and work with local artists and arts professionals in part-time internships, on independent study projects, and in two courses: the core seminar, *Negotiating Chicago's Artworld*, and a new colloquium, *Working on the Arts in Chicago*. Internship placements are numerous in many areas of the arts, including performance, studio, education, broadcasting, museums, writing, and community organizations. Not limited to arts majors, the program benefits all students who have strong career interests or graduate school aspirations in the arts and humanities. *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. The fall seminar runs for a full semester; the spring seminars are month-long. 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.

Enrollment: Exceptionally qualified juniors and seniors (*fall seminar*); instructor's discretion (*spring seminar*).

### **Oak Ridge Science Semester**

The Oak Ridge Science Semester is designed to enable qualified undergraduates to study and conduct research in a prestigious and challenging scientific environment. As members of a research team working at the frontiers of knowledge, participants engage in long-range investigations using the facilities of the Oak Ridge National Laboratory (ORNL) near Knoxville, Tenn. The majority of a student's time is spent in

research with an advisor specializing in biology, engineering, mathematics, or the physical or social sciences. Students also participate in an interdisciplinary seminar designed to broaden their exposure to developments in their major field and related disciplines.

In addition, each student chooses an elective from a variety of advanced courses. The academic program is enriched in informal ways by guest speakers, departmental colloquia, and the expertise of the ORNL staff. *Fall.*

### **Urban Studies**

The Urban Studies Program immerses students in the life of Chicago while exploring both the historical and current forces that define urban life.

Through supervised internships, seminars, a core course, and independent study, students experience the dynamics of a modern city while learning academic concepts to frame those experiences. Possible internship placements include legal, criminal justice, community and social justice organizations; historical and cultural institutions; educational, public relations, media facilities; political and philanthropic institutes; along with a host of other possible placements. Foremost, the Urban Studies Program develops the skills necessary for effective leadership in civic and political life by exposing students to effective models of action in light of the realities of urban America. *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 history, American politics, international business and trade, justice, economic policy, journalism, international law, foreign policy, international environment and development, peace and conflict resolution, public law, transforming communities, and theatre 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

*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, intramural sports, and coaching certification is available at the Beloit College Sports Center.*

## Staff

DON ADAMS

LIZ BARTLEY

BRIAN BLIESE

CHRIS BRANN

KIM CHANDLER, director

DAVID DeGEORGE

DAWN KELLY

BETH POUK

TIMOTHY SCHMIECHEN

KEVIN SCHOBER

BRIAN VRANEY

ANDY WIER

## Intercollegiate Athletics

(no credit)

### WOMEN'S

201. Basketball

205. Cross country

212. Golf

220. Track and field

221. Soccer

223. Softball

227. Swimming

231. Tennis

234. Volleyball

### MEN'S

200. Basketball

203. Baseball

204. Cross country

208. Football

211. Golf

219. Track and field

222. Soccer

226. Swimming

230. Tennis

## Coaching Certification

The department also offers the opportunity for professional training in a program leading to coaching certification for students earning elementary or secondary teacher certification. (*For requirements, see the education and youth studies department, p. 81.*)

## Athletic Training

The training room services a total of 18 varsity sports for men and women. One full-time and one half-time N.A.T.A.-certified athletic trainer 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

**300. Prevention and Care of Athletic Injuries (1).** Fundamentals and application of prevention, recognition, and care of athletic injuries and health conditions. Instruction and practice in taping techniques and use of protective equipment. Knowledge of anatomy very helpful. *Offered even years, spring semester.*

**302. Theory of Coaching Basketball (½).** The fundamentals and theory of basketball as played at the high school and college levels. Lectures and instruc-



tion by Beloit College basketball coaches, plus guest lectures and demonstrations by outstanding area coaches. The Beloit College basketball program will be used as a laboratory experience for all class members. *Offered even years, fall semester.*

**304. Theory of Coaching: Various Sports (¼ each).** (Swimming, Soccer, Volleyball, Tennis, Softball, Track and Field, Baseball.) The fundamentals and theory of various sports as performed at the high school and college levels. Lectures and instruction by the Beloit College athletic staff. *One course offered each spring.*

**306. Theory of Coaching Football (½).** The fundamentals and theory of football as played at the high school and college levels. Lectures and instruction by the Beloit College football coaching staff, plus guest lectures by coaches, trainers, and referees in the area. *Offered odd years, spring semester.*

**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, spring semester.*

**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 provide insights, as will selected readings, group discussions, and interviews with sports leaders. *Offered odd years, fall semester.*

**389. Athletic Training Practicum (½).** A course in basic athletic training skills required to become a student athletic trainer. Supervised by a N.A.T.A.-certified athletic trainer, the class includes 100 hours of training room experience and successful completion of a skills test. *Offered each semester. Prerequisite: Knowledge of anatomy and first aid helpful but not required.*

# Preprofessional Programs

*Beloit offers majors in two pre-professional programs—environmental management and forestry, and 3-2 engineering—and entry to a master’s level program in nursing for qualified graduates.*

## 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 3 or 4 years at Beloit College, followed by 2 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 in 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, 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 (23) 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.

# Preprofessional Programs (continued)

3. Completion of all remaining Beloit College degree requirements (see degree requirements, chapter 2).  
*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:
  - \*Two units of chemistry, including Chemistry 220.
  - \*Two units of computer science, including Computer Science 201.  
*Note: Students with experience in computer science may be eligible for placement and/or credit for some computer science courses.*
  - \*Mathematics 110, 115, and 201.
  - \*Physics 101, 102, and 206.
  - \*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.

A student who successfully completes all the requirements of the dual-degree program without receiving a Beloit degree prior to matriculation at the engineering college receives a bachelor’s degree from Beloit College with an “Engineering Program” major. 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 program or department.

*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 Aptitude Test (LSAT) and applying to law school.

*For more information, contact professors Ann Davies, Philip Shields, Charles Westerberg, or Lawrence White.*

# Preprofessional Programs (continued)

## Medical Professions Programs

### MEDICINE AND DENTISTRY

A student preparing for a career in the medical sciences must simultaneously fulfill the general requirements for graduation from Beloit College and for a field of concentration (a “major”). Most pre-medical or pre-dental students major in one of the natural sciences, although it is possible, by careful planning, to elect the basic courses listed below and still major in a discipline outside the natural sciences.

The requirements for various professional schools differ, and a student may wish to elect only those courses required by a few specific schools, although in doing so that student necessarily limits the schools to which application is possible.

The Beloit College Health Professions Advisory Committee, responsible for special counseling of students considering graduate training leading to the degree of M.D., D.O., D.V.M., D.D.S., P.A. and P.T., has identified basic courses that meet the minimum requirements of most medical and dental schools:

1. Natural sciences and mathematics: Two biology courses from Biology 110, 111, or 141 and at least one from Biology 141, 248, 260, 289, 300, or 357; Chemistry 117, 220, 230, and 235; Physics 101 and 102; Mathematics 110 (115 is recommended). In addition, many medical schools now require a course in biochemistry.
2. Social sciences: Two courses, preferably including psychology and/or sociology.
3. Arts and humanities: Two courses including English literature and/or composition. The study of a foreign language is recommended by some schools and required by a few others.

Pre-medical and pre-dental students must plan their schedules carefully to

preclude unnecessary difficulties in succeeding years. Each first-year and transfer student should attend the scheduled meeting with the Health Professions Advisory Committee during orientation in the fall and should consult with a member of the committee regarding election of courses during the first week on campus. Students interested in study abroad programs need to meet with an advisor to plan carefully.

Students preparing for Physician’s Assistant (PA) and Physical Therapy (PT) programs may need to take additional courses in human anatomy and physiology. Students should consult the programs in which they are interested to determine specific requirements.

## Specific Programs

### Beloit College-Rush University GEM (Generalist Entry Masters) in Nursing Program

Qualified Beloit College graduates who apply within one year of graduation are guaranteed a seat in the Rush GEM in Nursing program. The first cohort of students in the program will begin study in summer 2008. Designed for students with a non-nursing baccalaureate degree or higher, students in the GEM program receive a generalist education in nursing at the graduate level and are conferred a master’s degree upon graduating. Students are eligible to sit for R.N. licensure and Clinical Nurse Leader (CNL) certification. Please note that this agreement was pending when this catalog went to print.

Students interested in this program should begin taking biology, chemistry, and psychology courses early in their Beloit College career. For further information about admissions requirements and prerequisite courses for this new program, contact a member of the Health Professions Advisory Committee. Additional information may also be found on the GEM fact sheet under “Programs of Study” on the Rush College of Nursing Web site.

# Residencies

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. Past Ferrall artists include fiber artist Nick Cave, filmmaker and video artist Leighton Pierce, and jazz pianist Ellis Marsalis.

The **Ginsberg Family Artists-in-Residence Program** was established in 1999 with a gift from alumnus Stuart Ginsberg'82 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 Wilson Mackey'45 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. Past Mackey Distinguished Professors include Billy Collins, Bei Dao, Amy Hempel, Denise Levertov, Peter Matthiessen, William Least-Heat Moon, and Robert Stone.

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, the parent of a Beloit College graduate. Former Weissberg chairholders include Palestinian leader Hanan Ashrawi, South African Justice Richard Goldstone, and retired U.S. General Anthony Zinni.

# Special Academic Programs in the Sciences

## 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/>

## 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>

# Special Experiential Programs

## **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.

# Other Special Programs

## **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.*

## **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. Economic historian Douglass North will serve as the Upton Scholar in 2008; Peruvian economist Hernando DeSoto will hold the post in 2009. The forum unites faculty, students, and alumni in a considera-

tion of the ideas, institutions, and policy reforms necessary to promote freedom and prosperity. In addition to the forum, the Miller Upton Programs include a named chair in the department of economics and a special fund for student-centered intellectual development and networking. This fund supports senior-year scholarships for talented international students and high-profile internships for exceptional students. The programs also support a fall senior seminar, a 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 one 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.





6

Support Programs

# Dean of Students Office

The offices of the Dean of Students, Associate Dean of Students, and Academic Advising are located on the second floor of the Jeffris-Wood Campus Center in Pearsons Hall. These staff members work together to provide students with support and assistance on a wide range of issues relating to their lives at Beloit College. If a student is unsure about where to turn for help and advice, these offices are a good place to start.

The Dean of Students Office is responsible for fulfilling the Beloit College and Student Affairs missions via the supervision and coordination of the Student Affairs division and by collaborating with all relevant campus and community entities.

## Mission Statement

*With students, we create an engaging learning community that promotes academic and personal success, growth and development, and life-enriching experiences. We will intentionally prepare our students and graduates for success in a diverse and ever-changing society.*

*We value:*

*The opportunity to learn from the healthy discourse of values, beliefs, thoughts, ideas, and experiences in a student-centered, residential community;*

*The passion, motivation, preparation, commitment, and perseverance needed to succeed academically, emotionally, and physically;*

*The intentional development of the whole person in a challenging, supportive, and diverse environment;*

*Treating people as individuals;*

*Diversity;*

*Decisions made ethically, with integrity, honesty and personal responsibility;*

*The development of independence, interdependence, self-confidence, self-esteem, and respect for oneself and others;*

*The creation and development of positive relationships that are ethical, respectful, and meaningful;*

*Leadership and civic engagement in our local and global society;*

*Ongoing professional development and collaboration.*

Specifically, the Dean of Students Office coordinates the activities of the Academic Performance Committee (including student academic status and recommendations for honors terms), hears disciplinary appeals, and assists students in crisis and those experiencing academic or personal difficulties. The dean works directly with the president of the Beloit Student Congress and other student leaders to create the best possible environment for student learning and to provide co-curricular educational experiences. Also, faculty who are concerned about student conduct (particularly academic dishonesty) contact the Dean's Office to consult about the appropriate course of action.

# Associate Dean of Students

The associate dean of students supervises and coordinates the academic cluster of the Student Affairs staff, including academic probation assignments and assessment. The associate dean meets with students who are experiencing academic difficulties (academic probation, adjustment, motiva-

tion) and those students who are thinking of leaving Beloit. Faculty consult with the associate dean on appropriate courses of action when concerned about students.

# Academic Advising

The assistant dean for academic advising is responsible for facilitating the faculty advising system and coordinating faculty development in the area of advising in conjunction with the academic dean of the College.

The assistant dean also works with students as they choose a major/career, select courses, develop their “My Academic Plan,” and when they have concerns with their advisor. The Academic Advising Office coordinates

the “alert system” and meets with students who are experiencing academic difficulties (academic probation, adjustment, motivation) and those students who are thinking of leaving Beloit. Faculty consult with the assistant dean on appropriate courses of action when they are concerned about student conduct or advising issues. The assistant dean also co-directs the Sophomore-Year Initiatives program.

# Academic Achievement Programs

The Academic Achievement Programs consist of two federally funded post-secondary TRIO programs at Beloit College. Funded by the U.S. Department of Education, Student Support Services and the Ronald E. McNair Post-Baccalaureate Achievement Programs serve more than 10 percent of the Beloit College student population.

**Student Support Services** provides educational services including the TRIO institute for first-year students, academic support, small grants for participants in the TRIO institute, technical assistance with financial aid, graduate school and career planning, cultural enrichment opportunities, and personal counseling to eligible students. Students may qualify for services if they are first-generation college students (parents or legal guardians do not possess a bachelor’s degree), low income, or students with a documented learning or physical disability.

**The Ronald E. McNair Post-Baccalaureate Achievement Program** prepares students for graduate programs leading to a doctorate. Participants engage in research supervised by a Beloit College faculty mentor. In addition to research, McNair Scholars participate in GRE and graduate school preparation seminars, present research findings at national con-

ferences or professional meetings, publish research findings, and receive support for graduate school visits. Participants also have access to a list of graduate schools that offer application fee waivers and fellowships specifically for McNair Scholars through a national McNair Scholars Program network. Students apply during their sophomore year at Beloit, but they must be a junior before they begin their summer research. In addition to junior status, students must meet the following eligibility requirements: a U.S. citizen, a resident alien, first-generation and low income, or belong to a group underrepresented at the doctoral level (African American, Hispanic, American Indian, and Native Alaskan).

# Field and Career Services

*Beloit College Office of Field and Career Services (FACS) is committed to helping students develop an awareness of career options along with the skills necessary to pursue them. FACS seeks to empower individuals to develop skills and pursue experiences necessary for lifetime career development and fulfillment while appealing to students' uniqueness and diversity. In doing this, FACS promotes the value of experiential learning and career planning. The department offers a full range of services and resources that allows students to identify, explore, and experience career and life options before and upon graduation from Beloit.*

## Overview of Services and Resources

- **Individualized Advising & Career Counseling:** FACS offers customized advising and counseling on all aspects of career planning and development to appeal to the diversity of students' cultural, ethnic, educational, and socioeconomic backgrounds, experiences, needs, interests, values, abilities, and skills.

- **Beloit Career Network:** This is a formal, professional network of alumni and friends of the College from a variety of career fields who serve as career mentors and advisors to students. They can assist students with learning about particular job, internship, or externship opportunities; career options for specific majors; company/organization contacts; graduate programs; and more.

- **My TurtleSearch Online Position Posting Database:** My TurtleSearch is a versatile, searchable database accessible through an Internet link on the FACS Web site that lists postings for full- and part-time employment, on-campus employment, internship and volunteer positions, and undergraduate and graduate fellowships. Students and alumni may view postings 24/7 from any computer with Internet access.

- **Résumé Referral:** When employers

request them, résumés are sent by FACS on behalf of participating students for work opportunities that match their interests. Students may register with FACS and sign up or opt out of résumé referral services upon registration with the My TurtleSearch system.

- **On-Campus Recruiting:** Students may visit information tables, attend information sessions and interview on campus with representatives from the private and public sector for volunteer, internship, job, and graduate admissions positions.

- **Alumni Networking Fair:** This campus event involves alumni from a wide variety of fields who talk with students about majors, careers, graduate school, and more in an informal setting.

- **On-Campus Career Fairs:** FACS coordinates three on-campus career fairs featuring local internships and volunteer opportunities, summer camp jobs, and international and service opportunities.

- **Off-Campus Career Fairs:** FACS partners with other colleges and universities to offer students from all class years and majors a variety of opportunities to connect with employers in a career-fair setting as they seek internship or job opportunities. Transportation is provided free of charge to students for several fairs held throughout the year in Chicago, Madison, and Milwaukee, where hundreds of employers from the public and private sector are represented. One of the most popular off-campus fairs is the WorkForce Career Fair, an internship and job fair held in Milwaukee, Wis., each February. It is coordinated by a consortium of 20 private non-profit colleges and universities in Wisconsin. The event is designed to provide employers with an opportunity to meet students from consortium schools and provide students with access to larger employers.

- **The FACS Web site at [www.beloit.edu/~facs](http://www.beloit.edu/~facs):** The Web site allows students, alumni, faculty, staff, and community members to access detailed information on the Internet

about all office services, programs and resources, regular office hours, a current staff list, printable PDF copies of career-related guides and handouts, multiple general resource Web links, other resource Web links for specific majors, diverse individuals and their interests, and the current FACS calendar of events.

- **Print Materials:** The FACS office library collection, subscription periodicals, customized guides and handouts, testing registration booklets, and more help students explore careers and majors, search for jobs, internships, externships (job-shadowing), and volunteer opportunities; register for graduate or professional school entrance exams; and research a broad range of topics related to all aspects of career development and planning.

## Career Assessment and Exploration

The first step for students is to better understand themselves in relation to the world of work. Experienced staff, assessment tools, and educational programs are available to help students become aware of career options. A central task is identifying values, interests, and skills and determining how to use them in the search for a satisfying career. Students should begin this process their first year at Beloit. Results should be reviewed and revised regularly, changed as experience suggests, and used to determine academic planning, co-curricular involvement, and off-campus activities. In addition to the alumni network, career fairs, and printed and Web materials, resources available to help students with career exploration include:

- **Strong Interest Inventory** is an online inventory that helps identify interests and skills and how they relate to career fields.
- **Myers-Briggs Type Indicator** is a personality assessment designed to help individuals more fully understand and better appreciate their strengths, weaknesses, and preferences toward

work and personal relationships and activities.

- **Experiential Learning** includes a wide range of opportunities for students to learn through a planned, reflective process of direct observation and practice, allowing students to gain first-hand knowledge of a field, connect classroom learning with off-campus and world issues, learn more about themselves, and realize their potential. *See more about FACS experiential learning offerings in the next section.*

## Integrating Knowledge with Experience

Learning by doing is an important element of a Beloit College education. The College has demonstrated a strong commitment to the educational value of connecting academic knowledge with practical experience. This commitment remains strong, as the integration of knowledge with experience joins international and interdisciplinary education as the three main focus areas of a Beloit College education. Beloit considers experiential learning opportunities to be an integral part of its established curriculum. FACS supports the following options, which offer variety in length, location, and immersion.

- **Externships** are pre-arranged observations or informational interviews with practicing professionals. An externship can help clarify goals and provide a realistic understanding of a potential career. The diversity of Beloit College's alumni provides an excellent resource for inquisitive students.

- **Campus Compact Affiliation:** Beloit College is a member of this national network of educational institutions, committed to promoting civic engagement and leadership through experiential and service-learning. Through this affiliation, faculty, staff, and students benefit from professional development and experiential learning opportunities as well as grant resources for projects and initiatives. *See the Campus Compact Web site at [www.campuscompact.org](http://www.campuscompact.org) for more information.*

## Field and Career Services (continued)

### • Volunteer and Community

**Service:** More than 250 Beloit alumni have served in the Peace Corps, ranking the College in the top 25 in the nation among small higher education institutions for the number of graduates who join this organization. This is just one example of the strong service ethic among Beloit graduates. Beloit alumni have worked with AmeriCorps, the Japan Exchange and Teaching Program (JET), Teach for America, and the Student Conservation Association, to name a few. Students at the College have the opportunity to volunteer with more than 100 organizations in Beloit and the surrounding area, as well as hundreds of organizations throughout the nation and around the globe. FACS provides print and electronic resources, the alumni network, and postings to help students identify appropriate positions and organizations.

• **Summer Employment:** Summer provides an ideal time for students to participate in pre-professional or non-professional short-term paid work opportunities in which they may earn a wage, learn about the world of work, explore career fields, develop valuable skills, and network with professionals. Summer positions span a variety of fields and geographic regions. FACS offers personal advising and maintains position postings in the My TurtleSearch system and the office library for students to utilize in locating summer work locally, nationally, and internationally.

### • Internships & Field Terms:

Internships are part-time positions available during the academic year. Field terms are full-time academic-year or summer positions usually away from campus. Both are experiences that serve as a means of integrating theory with practice and allowing students to gain a greater understanding of fields of study and interdisciplinary approaches of a liberal arts and sciences education. They help students define their academic directions and pursue post-graduate careers. For both

internships and field terms, credit is optional. If taken for credit, they involve a strong academic element and often include independent research related to the nature of the student's work. Both paying and non-paying internships or field terms are eligible for credit consideration.

Students may earn academic credit if they present a well-conceived plan in advance.

Charges for academic credit during a field term will be pro-rated (except units transferred from an approved program or institution where financial responsibilities are determined solely by that program or institution). On a one-time-only basis, a student may take up to 1 unit of academic credit for a field term during the summer at a discounted, nominal tuition rate.

### *Requirements for internships and field terms*

Students must be in good academic standing (2.0 or higher on a 4.0 scale).

Credit or non-credit internships or field terms include a minimum of 90 hours of direct involvement.

In non-credit experiences, which are certified on a student's academic transcript, FACS staff will advise students on appropriate planning, progress, and reflection of the experience.

If academic credit is desired, the student must complete planning, goal setting, and reflection requirements, and develop an academic project outline (project proposal) with a faculty sponsor. The student then completes the academic project by the end of the internship or field term. The amount of credit for such experience is primarily based on the academic project in addition to the following minimum standards:

90 hours - ½ unit

180 hours - 1 unit

Students may earn up to 2 units of field experience credit during their enrollment; up to 4 units with the approval of the dean of the College.

## **Funding for internships and field terms**

**Bacon Super-Vision Fellowships:** internship fellowships endowed by alumni George'23 and Elgeva Adams Bacon'26, established to encourage and enable students to pursue internship opportunities. These are awarded each term, including fall, spring, and summer, for students pursuing a non-paying or minimally paid internship.

**Class of 1986 Field Experience Fellowship:** internship fellowship endowed by the Beloit College class of 1986, established to encourage and enable students to participate in a pre-professional summer field experience during the summer after their junior year. It is awarded each year to one or more students with junior standing who are participating in a minimally paid or non-paying summer field experience.

**Class of 1996 Service Learning Fellowship:** internship fellowship endowed by the Beloit College class of 1996 to encourage and support community service. It is awarded each year, typically to one student, participating in a minimally paid or non-paying community service-oriented summer internship.

**Kemper Scholar Program:** funded by the Kemper Foundation of Chicago, Ill., to promote leadership, scholarship, and experiential learning. First-year students from any major with an interest in business or administrative leadership in any industry are encouraged to apply. Beloit is one of only 15 colleges and universities nationwide selected to participate in this prestigious program. One Kemper Scholar is selected from the first-year class of each of the participating institutions annually. The scholar receives funding for two summer internships or projects (one with a non-profit organization in Chicago; the other with a for-profit organization of the student's choice), and a three-year scholarship award. Academic credit for the summer experiences is optional.

**Wisconsin College-to-Work Internship/Scholarship Program:** administered by the Wisconsin Foundation of Independent Colleges (WFIC), offering summer internships to students attending Wisconsin's 20 private, non-profit colleges and universities. Awards include internship placement, stipend, and scholarship packages.

## **Post-Beloit Planning**

Whether students are pursuing graduate or professional school, full-time employment, or professional service opportunities, FACS explores every available means to prepare students for life after Beloit. Each person's career development needs are unique. Career development begins in the student's first year and continues through graduation. In addition to the resources and services already noted, FACS educates students about the job search and graduate school planning process and connects them to opportunities.

- **Graduate & Professional School:** FACS staff provide general information on graduate and professional schools and work with students to identify programs that meet their needs and interests. Faculty members remain the primary source for specialized field-specific information on programs and schools.

**Standardized Testing:** The Law School Admissions Test (LSAT) is administered on the Beloit campus at various times during the year through the Learning Support Services Center. Information bulletins and application materials are available in the FACS office and linked to the Web site. In addition, the Miller Analogies Test (MAT) is administered by request in the FACS office.

**Graduate School Fairs:** FACS provides transportation for students to attend graduate and professional school fairs in Madison, Milwaukee, and Chicago at various times during the academic year. This allows students to meet school representatives and faculty and learn about program offerings.

**Graduate School Funding:** FACS provides advising and research resources for students to seek funding for their post-undergraduate education. In addition, the office works closely with collaborative partners across campus to make students aware of graduate scholarships and fellowships through informational session dinners, personal mailings, email announcements, individual outreach to faculty and staff, and fellowship postings on FACS' My TurtleSearch system.

**Pre-Medical/Health Professions:** Specific faculty members have been designated as advisors for pre-medical students. In addition, the Health Professions Advisory Committee (HPAC) provides advice, educational programming, and information on resources for students pursuing careers

in health-related fields. A FACS staff member also serves on this committee.

**Full-Time Employment:** For students pursuing full-time employment immediately after graduation, an understanding of how to plan and implement a job search is critical. FACS staff members provide assistance with developing résumés, as well as offering practice interviews, search strategies, and networking opportunities. In addition to individual consultations, students should take advantage of the many other opportunities and resources available to them through FACS, which are listed in the "Overview of Services" section.

For more information, visit the FACS Web site at [www.beloit.edu/~facs](http://www.beloit.edu/~facs).

## Health and Wellness

### Health Services

#### Health and Wellness Center

The Beloit College Health Center, located in Porter Hall, serves the physical and psychological needs of Beloit College students. It is staffed by a full-time nurse, counselor, and secretary. First aid, care for minor injuries and illness, nutritional counseling, and health-related counseling are offered. A physician is in the campus Health Center daily, Monday through Friday.

Health clinics, dentists, pharmacies, and Beloit Memorial Hospital are all in close proximity. The College Health Center assists in getting off-campus medical attention.

A student health insurance program is available through the College. Students who have coverage under another policy and do not wish to participate in the College program must sign a waiver to that effect.

All students must complete a health form, a current medical exam, and show proof of current immunity to

rubella, mumps, and measles by dates of vaccinations or laboratory titer.

Wisconsin state law now requires students to provide dates of Hepatitis B and Meningococcal Meningitis vaccines. Students are required to sign that they have read material provided by the College about the diseases Hepatitis B and Meningococcal Meningitis.

### Counseling Services

The College has a contract with Beloit Physicians Hospital Organization. A counselor from the hospital works on the Beloit College campus 40 hours per week. Short-term counseling is available on campus, and referrals are made for long-term counseling and psychiatrist appointments in the community. The student, whether through insurance or monetary payment, is responsible for expenses incurred through off-campus counseling services. There are also members of the Student Affairs staff who talk with students about personal or academic concerns.



# Learning Support Services Center

The Learning Support Services Center (LSSC) is an academic enrichment center where services are provided to all Beloit College students at no cost. Services include, but are not limited to, peer and group tutoring (faculty-approved tutors), instruction on study skills, project completion plans, and support services and accommodations for students with disabilities.

LSSC staff include two full-time professionals who can meet with students on a drop-in basis, by appointment, or through workshops. LSSC staff address a variety of concerns, such as managing time, reading faster with improved comprehension, handling test anxiety, taking better notes, or increasing motivation to study.

The LSSC has computers and programs available for enrichment and instruction, such as math tutorials, typing tutorials, and graduate exam practice tools. The LSSC is located on the first floor of 635 College St. and is available by calling 608-363-2572. Visit [www.beloit.edu/~lssc](http://www.beloit.edu/~lssc) and [www.beloit.edu/~dss](http://www.beloit.edu/~dss) for more program details.

The LSSC is funded through the Beloit College Dean of Students Office and the U.S. Department of Education (through the Academic Achievement Programs).

## The Writing Center

The Writing Center is a place for students to work with peer tutors on any writing assignment or task, from an FYI paper to a graduate school application. Writing tutors are students from a range of disciplines who have been trained in a half-unit course (WRIT 230) and hired by the writing program director to work with other student writers on a collaborative basis. Tutoring sessions can help students to understand an assignment, generate ideas, make a writing plan, revise a draft, improve punctuation and grammar, and use sources effectively.

The Writing Center is upstairs at 635 College Street and is open Sunday-Thursday, 4-9 p.m. Students may call 608-363-2162 or stop by for an appointment. A tutor is also available in the library for drop-ins on Monday and Wednesday, 8-9:30 p.m. See [www.beloit.edu/~writingc/](http://www.beloit.edu/~writingc/) for more information.

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Matriculation

# Admission

*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 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. The language achievement tests are used for placement.

The Secondary School Report should be completed by the applicant's college advisor/guidance counselor and submitted directly to Beloit College with the high school transcript. In addition, Beloit requires a teacher recommendation. Additional recommendations are optional, although the Admissions Office may request one in certain instances. Interviews are highly encouraged but not required. An application fee of \$35 must accompany the application.

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 Early Action (deadline Dec. 1). Early Action is highly recommended for any candidate who wants to be considered for merit-based scholarships. Many of our scholarships require an interview on campus, and a completed application is necessary to participate. Early Action candidates will receive a decision by Jan. 15. 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 the \$200 to secure a place in their entering class. 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. Beloit's distinctive orientation and seminar for first-year students, FYI, is offered in the spring term for those entering in January. Students who have had one semester of college work elsewhere are eligible to participate in the FYI program. 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

Application forms and procedures may be obtained from the Admissions Office (800-923-5648 or 608-363-2500; FAX 608-363-2075; email: [admiss@beloit.edu](mailto:admiss@beloit.edu)) as well as from the College Web site ([www.beloit.edu](http://www.beloit.edu)). Beloit College accepts the Common Application as its own application. In addition, a Beloit College supplement is required. Students may obtain copies of the Common Application from their high schools.

## Campus Visits

The College encourages prospective students and their families to visit the campus for opportunities to meet students, take a student-guided tour, attend classes, speak with faculty, and talk with a member of the admissions staff. Campus visits are arranged Monday through Friday and on most Saturday mornings during the regular school term. Overnight visits can be arranged for Sunday through Thursday evenings. A day's meals and a night's lodging are provided for overnight visitors. The Admissions Office requests a two-week advance notice for visits.

## APAP Program

Beloit alumni and parents of students provide information and interview students under the Alumni/Parents Admissions Programs (APAP). A list of participants who live near a prospective student is available from the APAP coordinator.

# Tuition and Fees

## 2007-2008 Per Year

|                              |          |
|------------------------------|----------|
| Tuition .....                | \$29,678 |
| Full board .....             | \$3,282  |
| Room (double) .....          | \$3,126  |
| Student activities fee ..... | \$230    |
| Total.....                   | \$36,316 |

The College reserves the right to change any fee as circumstances warrant.

## Tuition

Three units per term are required for classification as a full-time student unless he/she has received approval of the advisor and the registrar. Half-time students must take a minimum of 1.50 units.

The College imposes a pro-rated tuition surcharge for credits elected in excess of 9 per year (two terms), excluding applied music and other courses for which a separate fee is charged. Such surcharges are made at the end of the academic year. Petitions will be considered for exceptions to the above policy—including adjustments for cases in which the student's course load averages 4 or fewer units per term.

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 2007:

**Room:** \$1,808 single, \$1,563 double, \$1,484 triple. Students have a six-term housing requirement.

**Board:** 20-meal, \$1,641 (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:** \$225 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:** \$2 each after the first copy, which is free. 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:** \$50 (for the posting of a successfully completed credit by examination.)

**Auditing (non-degree seeker):** \$552.50 per course. (Laboratory and studio courses and private music lessons may not be audited.)

**Reduced Schedule.** \$3,710 per unit.

**Continuing Education Program:** \$1,105 per course. See "Special programs" below.

### Summer Tuition:

- \$1,934 per unit
- Special Projects-\$150\*
- Field Term-\$150\*

*\*Note: Each student is eligible for only 1 course in each category at the reduced rate. Students must be in good academic standing (2.0 or higher on a 4.0 scale).*

**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:** \$200 deposited upon entrance, refunded

upon graduation. Undergraduates will forfeit the deposit if they fail to enroll after three consecutive vacation terms or withdraw from the College. A new \$200 deposit will be required for re-enrollment.

**Field Term:** A tuition charge will be made for credit(s) received. No additional charges are made for the field term or for the counseling, placement, supervision, and appraisal of this program. Living costs are the responsibility of the student.

**Study Abroad:** The tuition for study abroad approved through the Committee on International Education is the same as for credit terms at Beloit; an overseas administrative fee of \$50 and individual transportation costs are additional. Participants are charged room and board depending on their program.

## Payment

The College will bill students approximately one month before each term begins. 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-44th days of classes—60%
- 45th-56th days of classes—50%
- 57th-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.

**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

## Tuition and Fees (continued)

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 two full courses in any term, for a maximum of four per academic year. CEP students will be charged \$1,105 per full unit. A charge of \$552.50 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 two CEP units earned at the \$1,105 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 course work under CEP and the prorated 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 one 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

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. Each financial aid award is tailored to the specific needs, abilities, and capacities of the individual student.

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.

## Application Procedures

Beloit College requires the parents or adoptive 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 as possible, preferably before March 1. Aid awards are made as long as funds are available. 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 applicants, 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 only for 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 \$500 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 College's own student loan funds, the federal Perkins Loan Program, or lending institutions that offer the federal Stafford Loan Program. The loan provisions are extremely favorable to the borrower and superior to loans obtained through other commercial channels.

**Part-Time Employment:** Many part-time employment opportunities exist



## Financial Aid (continued)

for students on campus. Preference for work opportunities is given to those students qualifying for financial aid. Job recommendations are made on the basis of the applicant's skill and experience, with educational training emphasized. Beloit College participates in the federal work-study program, and this assistance is available to qualified students. The Financial Aid Office also has a student labor pool to help students locate off-campus jobs.

### 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. Applicants must 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) in order to compete in a weekend scholarship event that includes an interview with faculty. Students who wish to be considered for a Presidential Scholarship are strongly urged to apply under the non-binding Early Action deadline of December 1.

**Eaton Scholarships:** These scholarships range in value from \$5,000 to \$10,000 annually and recognize students who have achieved outstanding 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. An interview is required.

**Charles Winter Wood Scholarships:** These scholarships 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. Students who have participated in a college-prep program in their community such as Upward Bound, Talent Search, Venture Scholars, Admission Possible, or similar programs are strongly encouraged to apply. Up to five full-tuition scholarships are awarded annually and eligible students are invited to campus to compete in a weekend scholarship program that includes an interview with faculty. The average GPA of students who have been successful competitors for this scholarship is 3.4 on a 4.0 scale.

**Founders' Scholarships:** These scholarships recognize students who have been selected National Merit Finalists. To be eligible for these \$4,000 awards (\$16,000 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 \$4,000 awards (\$16,000 over four years) recognize students, regardless of major, who exhibit high ability in vocal, instrumental, or keyboard performance, or in music composition. Winners are chosen based on an audition and recommendations by music instructors.

**Sau-Wing Lam Scholarships:** High ability in playing bowed string instruments is the criterion for these \$4,000 awards

(\$16,000 over four years) to entering students, regardless of major. Winners are chosen based on auditions and recommendations by music instructors.

**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 \$4,000 awards (\$16,000 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.



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Campus Life

# Residential Life

Beloit offers a variety of living options, each designed to foster a sense of social and intellectual community. The residence halls, special-interest houses, and fraternity/sorority houses are more than simply places for students to eat, sleep, and study. In residence halls, lifelong friendships are made, issues and ideas are discussed, lifestyles are questioned and explored, values are challenged, and each student is encouraged to develop a sense of mature interdependence.

Students are expected to live in College residence halls and eat in the dining hall during their first six credit terms. After their first term, with approval from the Residential Life Office, students may choose to live in the College's special-interest housing described below. Transfer students are required to live in the residence halls and eat in the College dining hall in accordance with policies regulating the class or term to which they are assigned by the registrar. Commuting students living with their parents, married students, and certain others may be exempt from the residence requirement.

The residential unit serves as a focus for many of the important services and activities on campus, including intramural athletics and student government. Beloit College places great emphasis on ensuring that residence halls provide a comfortable place to live and a stimulating place to learn.

## Accommodations

### Residence Halls

The Beloit College campus offers a variety of housing accommodations, including single rooms and one- and two-room doubles. Haven Hall is arranged in suites around kitchenettes. Wood Hall has four "houses" or towers arranged vertically, with social areas on the first floor of each house. Aldrich Hall has one kitchen and a large lounge on each floor. Moore Hall and the Clary St. Apartments are townhouse arrangements, offering senior students apartment-living in

units with four single bedrooms and a common living room, kitchen, and baths. Most halls are coed units with men and women living on alternating floors in eight halls and on the same floor in nine halls. Maurer Hall is an all-women's hall. All rooms are furnished with a bed, mattress, desk, chair, bookcase, and dresser. Occupants must provide their own study lamps, bed linens, towels, blankets, pillow, mattress pad, and other furnishings.

### Special-Interest Housing

Groups of students who wish to live together to achieve a common goal may request a special-interest house. Each house has its own kitchen and lounge facilities and is structured to provide maximum opportunities for group participation in the common area of interest. Current special-interest houses accommodate students with interests in anthropology, art, French, Spanish, Russian, German, environmental issues, peace and justice, women's issues, black issues, latino issues, gay and lesbian issues, science fiction, Habitat for Humanity, music, and interfaith issues. As student needs and interests change, the types of houses available and their character also change. Special-interest housing is open to all Beloit students who have completed at least one term. Residents are selected by application in order to maintain the high degree of academic interest and sense of purpose of the houses. Housing accommodations also include 44 non-smoking floors, three alcohol-free floors, one substance-free building, and one quiet floor.

### Fraternities and Sororities

Beloit fraternities and sororities offer social, educational, and service opportunities and, in some cases, an alternative to residence hall dining.

All six Greek letter societies currently at Beloit College maintain houses. The fraternities are Phi Kappa Psi, Sigma Chi, and Tau Kappa Epsilon. Theta Pi Gamma sorority (founded in 1896 at Beloit and at one time a chapter of Delta Gamma national), Kappa Delta, and Alpha Sigma Tau are active sorori-

ties. Chapters of other fraternities and sororities may be established or re-established on campus in future years, depending on the interests and initiative of students and chapter alumni. No Beloit fraternity or sorority is allowed to select its members on the basis of arbitrary exclusion by reason of the candidate's race, national origin, religion, sexual orientation, or physical or mental disability. Members of fraternities or sororities also shall be free from control by non-college persons and organizations in choosing those with whom they wish to fraternize.

### **Use and Occupancy**

Normally, students will be permitted to reside on campus only while they are enrolled full-time on a credit term and while the College is in session. Rooms must be vacated between terms. Students are not to arrive on campus until the specified day on which residence halls are open each term unless special arrangements have been approved in advance.

### **Reservation of Rooms**

Room assignments for first-term students are made by the Office of Residential Life before the students arrive on campus. Student preferences are solicited, and every effort is made to honor them. Changes in room assignments may be made only with the approval of the Office of Residential Life. After the first year, students participate in a room lottery and choose their own accommodations from those available.

### **Office of Residential Life**

The Office of Residential Life, located in the Jeffris-Wood Campus Center, Pearsons Hall, is responsible for all aspects of campus housing. Students should make all room arrangements through the office and should consult the director if questions or problems arise. Each residence hall has at least one resident assistant who is available for counseling and advising, organizing events, communicating information to students, and reporting building maintenance problems. In most

cases, students should first consult the resident assistant in matters related to residential life.

### **Dining Hall**

Commons cafeteria, located in Chapin Hall, serves 20 meals a week (excluding Sunday dinner). The Commons food service provides unlimited seconds, giving special attention to nutrition, preparation, and dining environment. A vegetarian option and a vegan entree are provided at each meal. Students are encouraged to bring favorite recipes from home. Commons staff will try to add the item to the menu or make a favorite meal for a student and five friends. D.K.'s Snack Bar and the Java Joint provide an alternative to the main dining area. Located in the Campus Center, D.K.'s and the Java Joint serve sandwiches and grill items, Monday through Friday only. Visit the Web page at [www.beloit.edu/~food](http://www.beloit.edu/~food).

All first-year students take the basic plan of 20 meals per week (excluding the Sunday evening meal). After the first year, additional meal options are offered. Students must subscribe to one of the plans during their first six credit terms.

A student committee meets regularly with the professional catering staff serving the College to discuss current student requests.

### **Religious and Spiritual Life**

The College encourages full expression of various religious heritages, as well as non-religious pursuit of meaning and values. Members of the College community are encouraged to discuss with one another the richness of their own traditions, values, and beliefs. The organization of religious-and spiritual-interest groups, such as Am Yisrael, Christian Fellowship, Pagan Fellowship, and the Interfaith Council, are determined by student interest.

While not presuming to intrude on any student's particular commitments, the

## Residential Life (continued)

College has instituted the Spiritual Life Program. This program exists to support and cooperate with a variety of student clubs (religious and secular); offer field trips, workshops, speakers and performances; provide individual spiritual care and counseling; and connect students with communities of faith in the city of Beloit. These activities all express the single purpose of encouraging and equipping students to take part in the human quest for meaning and purpose.

### Religious Affiliation

Although chartered as a non-sectarian college, Beloit continues to have respect for those spiritual and human values that inspired the Congregationalists and Presbyterians from New England, who founded the College more than 150 years ago. The liberal Protestant tradition, which led to the College's founding, is carried forward in an institutional sense by Beloit's membership in the Council for Higher Education of the United Church of Christ. While recognizing this spiritual dimension as important to individual growth, the College maintains autonomy and independence of action.

## Co-Curricular Activities

### Clubs and Organizations

Beloit students who enjoy common interests participate in a variety of clubs. Each special-interest house (*see Residential Life*) has its own organization, and there are many non-residential groups as well, ranging from those relating to academic and cultural interests to clubs for community service and athletics. Amnesty International, Alliance, Black Students United, Geology Club, International Club, Model United Nations, Outdoor Environmental Club, Voces Latinas, and the Women's Center are some of more than 70 active clubs students may pursue to develop skills, meet new friends, and have fun.

Students may participate in a wide variety of musical organizations, such as choirs, orchestras, and other ensembles. See the music department under major fields of concentration for complete information.

In addition, students may work in Beloit Student Congress (BelCon), including on the Programming Board, to bring a variety of all-campus programs and entertainment to campus.

Some of the major programs are the Film Series and the Folk'n'Blues and Spring Day festivals.

### Honor Societies

**Eta Sigma Phi** is a national honorary scholastic society for students of the classics. Active membership consists of students of advanced and superior standing in Greek and Latin, who also display general excellence in their college work.

**Phi Beta Kappa** is a national honorary scholastic society established in 1776. Members are selected from senior class students ranking at the top of their class scholastically. Wisconsin Beta, founded at Beloit College in 1911, is one of the oldest collegiate chapters west of Chicago.

**Phi Sigma Iota**, an international honorary foreign language society, established a chapter at Beloit in 1926. Active membership is composed of juniors or seniors who are enrolled in an advanced foreign language course and who are chosen for excellence in general college work, as well as superior achievement in this field.

**Psi Chi** is the national honor society of psychology, founded to encourage, stimulate, and maintain scholarship in psychology, and advance the science of the subject. Membership is open to undergraduates who are making the study of psychology one of their major interests and who meet the minimum qualifications. Psi Chi is an affiliate of the American Psychological Association and a member of the Association of College Honor Societies.

**Senior Bench Chapter of Mortar Board** is a self-perpetuating honor society of senior students chosen in recognition of excellence in scholarship, campus leadership, and service to the College. It is a member of the National Mortar Board society.

## Literary, Journalistic Activities

*Beloit Fiction Journal*, founded in 1985, is a national fiction magazine that has undergraduate students on its editorial board.

*Beloit Poetry Journal* was founded in 1950 by three Beloit College professors and was edited for five decades by Professor Emerita Marion Stocking. It is currently edited by Professor of English John Rosenwald.

*Pocket Lint* is a national literary journal edited and produced entirely by students and composed of submissions from students on campus and off.

*The Round Table*, a student newspaper issued weekly when the College is in session, provides news coverage, feature stories, and an arts section. It was founded in 1853. Students gain experience in news-gathering, writing, and business management, including circulation and advertising.

## Theatre, Dance, Communication

The department of theatre arts produces a varied season of theatre and dance productions as an integrated

and co-curricular activity of its academic program. Participation is by audition, open to all students. Many courses offered in the department include opportunities for student performance through readings, showcases, and dance concerts. Each fall, communication students present a Halloween reading; in spring, an annual showcase of student-directed work and student choreographed/produced shows are featured. Throughout the year, guest choreographers visit campus to develop experimental works with student dancers.

Beloit College Theatre provides a studio or laboratory component to the courses of study offered by the department, while offering the College and Beloit communities performances that challenge and entertain audiences. Plays are presented from a wide range of genres, periods, and countries, offering a cross-section of dramatic literature.

The department regularly brings visiting guest artists to campus for lectures, workshops, and extended residencies. In recent years, Beloit College has produced a world premiere play with a playwright-in-residence, the American premiere of an Italian play translated by two Beloit College faculty members, and three productions directed by outstanding guest professionals. Season plays and dance concerts are produced in the Laura Aldrich Neese Theatre complex.

**Chelonia Dance Company** is an ensemble open to student dancers and choreographers by audition. Dance faculty and students choreograph a wide variety of dances for these annual spring performances, many of which are also entered in and toured to the annual American College Dance Festival Association (ACDFA). In recent years, both student- and faculty-choreographed works have been selected for the gala concert at ACDFA.

**Beloit Cable Access Television studio:** Beloit College operates the public and governmental access channel for the local cable company. This public service TV channel is on the air 24

## Co-Curricular Activities (continued)

hours a day, seven days a week. The staff consists primarily of Beloit College students acting as producers, directors, editors, and studio personnel. It provides a hands-on opportunity for students to build their experience in television production.

**WBCR 90.3 FM**, Beloit College's student-run noncommercial, educational radio station, plays new and old releases of hip-hop, R&B, indie rock, folk, jazz, blues; news coverage and talk-shows; and coverage of select College sports events.

### Sports and Recreation

**Intercollegiate Athletics:** Beloit men and women compete in a full range of sports at the intercollegiate level. The men compete in the Midwest Conference in baseball, basketball, cross country, football, golf, soccer, swimming, tennis, and track and field. Women compete in the Midwest Conference in basketball, cross coun-

try, golf, soccer, softball, swimming, tennis, track and field, and volleyball. Other members of the conference include Carroll, Grinnell, Illinois College, Knox, Lake Forest, Monmouth, Ripon, St. Norbert, and Lawrence University.

### 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. Recreational opportunities such as canoeing, sailing, rowing, cross-country skiing, cycling, fishing, and swimming are available. (The College funds several non-intramural sport clubs, depending on interest.) In addition, the physical education facilities are open for recreational use when not otherwise scheduled.

## Campus and Community Outreach Center

Beloit College strives to provide students with opportunities to serve individuals and organizations in Rock County and beyond.

The Campus and Community Outreach Center (CCOC) exists because of a strong service ethic among students, staff, and faculty at Beloit College. The campus community seeks to make a positive difference locally, nationally, and globally.

### Tutoring

In 1964, two Beloit College faculty spouses created a tutoring program for the Beloit community, and their original intentions for the Volunteer Tutoring Service are still intact today through the CCOC.

Beloit College students tutor local students who need help with schoolwork or general education. Most of the tutees are kindergarten through high school pupils from the Beloit area who need help in a variety of subjects, with an emphasis on reading, spelling, and math.

Each tutor is paired with one tutee depending on availability and subject interests. Tutoring pairs meet once or twice a week for up to two hours at a time. Tutoring may take place in the CCOC, or a group of students may adopt a school and travel to that school to provide tutoring. The time commitment is small, but the rewards are large.



## Community Service

Starting with the community service component of the First-Year Initiatives Program, Beloit College encourages students to participate in service activities throughout their time at Beloit and to become active and responsible citizens. The city of Beloit is rich with cultural, religious, and socioeconomic diversity and provides a wealth of opportunities for community service.

Throughout the year, group projects are coordinated with local organizations needing volunteer assistance, such as youth organizations, community centers, nursing homes, churches, animal shelters, animal rehabilitation centers, non-profit organizations, homeless shelters, or any other service organizations. Projects usually occur on weekends or evenings.

Many local organizations need individuals who can volunteer on a daily, weekly, or monthly basis throughout the year. The CCOC helps match the needs of each organization with students who are interested in volunteering.

In addition, Student Support Services organizes group programs outside the local community. One example is an annual service trip during spring break to Beloit, Ala. This unique program allows students to participate in service to another part of the country.

*For more information, visit the Web at [www.beloit.edu/~ccoc](http://www.beloit.edu/~ccoc).*

## Community Government

Beloit's system of community governance, which consists of two legislative bodies, seeks to involve students in shaping College policies. The Academic Senate, concerned primarily with academic issues, is made up of all faculty, the president, the vice president for academic affairs, several other administrators, and 13 students elected by their peers. Beloit Student Congress (BelCon), concerned primarily with student issues and budgeting of student activity fees, is com-

posed of students (elected from floors, clubs, and organizations) and the director and assistant director of Student Activities.

Students also serve as voting members on most College committees, including the Academic Policy Committee, the body responsible for conducting basic studies bearing on educational policies and for advising the vice president for academic affairs on matters of academic administration.

# General Policies

The Student Handbook ([www.beloit.edu/~staff/Handbook/](http://www.beloit.edu/~staff/Handbook/)) explains regulations and procedures with regard to student discipline. Alleged violation of College regulations will be reported to and acted upon by the appropriate review and disciplinary bodies. Final appeal of decisions may be made to the president of the College.

A Beloit College student is expected to obey public laws, to observe College policies and regulations, and to have due regard for the order, rights, and comfort of the civic and College community of which he or she is a member.

The College believes that modes of conduct essential to the maintenance of a community of learning must be based on discussion, persuasion, responsibility, and respect. It believes further that intolerance, coercion, threats, and physical/emotional violence are destructive of such a community. Thus, all persons and groups within the College community have the right to express, advocate, and publicize their views and press for action by appropriate means. With these rights goes the responsibility to respect the rights of other persons and groups within the community, to provide adequate hearing for opinion and dissent, and to give serious consideration to proposals for constructive changes. To assure these rights for all members of the College community, disciplinary action may be initiated against any person who engages in activities that would prevent or seriously impede the performance of the essential tasks of the College.

## Student Activities and Social Life

Any student club may become fully recognized by the Beloit Student Congress (BelCon), provided the organization is neither exclusionary nor discriminatory. A recognized group may seek BelCon funding, either through club budgets or the

funding board. Bylaws and charters of proposed student clubs must be approved by BelCon's Club Oversight Organization. No student organization that practices racial, sexual, or religious discrimination, overt or covert, shall be permitted. All organizations must be open to all students. This standard shall be applied to all organizations seeking approval.

A complete list of clubs as well as other important information about student government and programming can be found at <http://Belcon.beloit.edu>.

Campus social activities are supported with funding from student government. Any campus group or student may apply for funding through the BelCon Web site. The Office of Student Activities is available to work with any student group in planning its events or to discuss applicable policies and procedures.

## Motor Vehicles

The possession and operation of motor vehicles by students is subject to the regulations of the College, as explained in the Student Handbook. Such vehicles must be properly insured. First-year students are discouraged from bringing vehicles to campus.



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**Directory**

# The Campus

The campus of Beloit College was laid out on scenic high ground where Native American mound builders once lived, near the confluence of the Rock River and Turtle Creek. The academic buildings are interspersed among a grove of native oak trees that has been augmented over the years by the planting of many other species. Both the campus and the surrounding community, Beloit's historic College Park District, have a distinct architectural affinity to the New England models that inspired them. For a virtual tour of the campus, visit Beloit on the Web at [www.beloit.edu/~pubaff/virtualtour.php](http://www.beloit.edu/~pubaff/virtualtour.php).

## Administration Buildings

**Middle College**, the oldest college building northwest of Chicago still in academic use, was erected in 1847 by the citizens of Beloit. It contains the principal administrative offices of the College. Middle College has been designated an official landmark by the Wisconsin State Historical Society. A large brick entrance plaza is named to honor Samuel J. Campbell'13, former chair of the board of trustees. The Admissions Office and visitors center are located on the first floor.

**Pearsons Hall** (see also Jeffris-Wood Campus Center listing, under Student Activity Facilities) was erected in 1892 and completely renovated in 1985. The original structure was built as a science hall in honor of D.K. Pearsons of Hinsdale, Ill., whose gift made the building possible and who, though he had no direct ties to Beloit, is remembered as one of the College's great benefactors. The building, listed on the National Register of Historic Places, was designed in Romanesque Revival style by the famed Chicago architects Burnham and Root.

Pearsons Hall now houses the Jeffris-Wood Campus Center, which includes administrative offices for student service functions, including the registrar, dean of students, academic advising, accounting, and related areas.

**South College**, Beloit's third oldest building, was built in 1858 of cream-colored Wisconsin brick. Originally designed as a chapel and as an academy, it has since functioned as an art hall, student union, classroom building, and student services center. The building currently provides space for faculty and staff offices and the College's Help Yourself enrichment program.

## Buildings of Instruction

**Campbell Hall**, Beloit's second oldest building was built in 1854 as Beloit's first residence hall. Over the years it also has served as a classroom and administrative office building. In 1983 it was remodeled to provide new faculty offices and classroom facilities, which today include the James S. Kemper Computer Center for Economics and Management. The building is named in memory of Samuel J. Campbell'13, former chair of the board of trustees, and his wife, Ileen, who were major benefactors of the College.

With an April 2007 groundbreaking on the 116,000 square-foot state-of-the-art **Center for the Sciences**, Beloit initiated the largest building project in its history. Open for classes and research in August 2008, this \$36.5 million teaching facility features 17 teaching and 21 research/instrument labs, indoor and outdoor classrooms, a herbarium, a greenhouse with three climate zones, a conference center, a four-story central atrium, student and faculty offices and lounges, a visualization lab, and much more. The building is a model of energy efficiency and sustainable building practices and serves as a teaching tool. The College is seeking silver-level LEED certification for the center from the U.S. Green Building Council. The center reflects Beloit's dedication to sustainable practices and features monitoring systems and public displays that allow its high performance to be visualized. Green features include a planted, vegetated roof that reduces re-radiation of summer heat and also serves as a lab; site placement that minimizes the building's environmental impact; careful

materials selection; and superior energy performance, water efficiency, and indoor environmental quality.

Home to the departments of biochemistry, biology, chemistry, geology, math and computer science, physics and astronomy, psychology, and to the Center for Language Studies (in summer), the Center for the Sciences features scientific equipment designed to prepare a new generation of scientists and scientifically literate citizens. The Center for the Sciences will replace Chamberlin Hall, which is planned for deconstruction in 2008 (much of the structure will be recycled).

**Chamberlin Hall of Science** is a four-story laboratory and classroom building, topped with an observatory. The building, named to honor noted Beloit geology professor and renowned scholar T.C. Chamberlin, is scheduled to be deconstructed after the new Center for the Sciences is completed in 2008. See the preceding **Center for the Sciences** entry for a description of the programs and equipment that will move from Chamberlin to the Center for the Sciences in 2008.

**Oscar G. Mayer Hall** is named in memory of a former trustee and benefactor of the College. It contains the Matilda R. Wilson Theatre, the Information Services and Resources Center, and the Ruth E. C. Peterson International Conference Center.

**Godfrey Anthropology Building** adjoins Memorial Hall (which houses the Logan Museum of Anthropology) and provides office, laboratory, classroom, lounge, and storage spaces. The building bears the name of Professor of Anthropology William Simpson Godfrey (1951-1974), and the main lounge is named in honor of Carey Croneis, the College's fifth president.

**Morse-Ingersoll Hall** provides classrooms, seminar rooms, and offices for departments in the humanities and social sciences. Completed in September 1931, it is the gift of Charles H. Morse Jr. and Charlotte

Ingersoll Morse—class of 1899. A 92-seat auditorium is named in memory of Robert K. Richardson, legendary professor of history from 1901 to 1947.

**The Pettibone World Affairs Center** was dedicated in 1964. This three-story building serves as the hub of language teaching and other related curricular offerings and houses the language laboratory. Named in memory of Holman D. Pettibone'11, a former chair of Beloit's board of trustees, the center was created by renovating the former Carnegie building, one of the first American college library buildings given by Andrew Carnegie. The building's main lounge-meeting area is named to honor members of the Bunge family, long associated with Beloit College and the community.

**The Smith Building** offers many art department facilities, including dark-rooms, studios for computer art, painting and weaving, and a seminar room. The building was dedicated in 1904 in honor of Elisha Dickinson Smith.

**The Wright Museum of Art**, named in memory of Professor of Classics and Art History Theodore Lyman Wright, provides seminar rooms, the Logan Room lecture hall, a skylit drawing studio for the department of art and art history, and gallery space for art exhibitions. The building's annex houses studios for printmaking and sculpture.

## Library

The Col. Robert H. Morse Library and Richard Black Information Center is both a physical place and virtual gateway to information and technology resources and services. The physical collection of more than half a million books, journals, audio-visual materials, and government documents is complemented by a rich selection of digital information resources.

Library facilities include more than 50 computers as well as networked printers and specialized video and audio editing, Web development, and scanning and printing technologies available for student use. The building features wireless

# The Campus (continued)

access throughout, a variety of individual and collaborative study options, and laptop computer data and power outlets are available in many areas. The Archives and Special Collections offer students the opportunity to gain experience with primary research materials and rare and special books and manuscripts in and out of class. Individual and collaborative listening/viewing areas for practicing presentations and use of audio-visual materials and equipment and software for users with disabilities, are also available.

Students on campus and studying abroad have access to a variety of library research, information, and technology services to assist them in locating, using, evaluating, and presenting needed information. Help is available in person, over the phone, via email, instant messaging, fax, and other means from reference and tech help staff based in the library. Beloit students may request materials not in the College's collection from libraries throughout the country. Students also have direct access to the libraries at the University of Wisconsin-Madison.

For more information about the Library's information and technology resources and services please go to: <http://www.beloit.edu/~libhome/>.

## Technology

The wired campus network is accessible from every campus building, and residence hall rooms feature data ports. Most academic and cultural buildings also feature wireless access. More than 270 PC and Mac computers with networked printing facilities are available for student use at the library, in more than a dozen departmental labs, and in the 24-hour labs in academic and residential buildings. Specialized resources for mapping, design, and multimedia development, statistical analyses, language programs, and the study and production of music, computation, and other functionality are available in departmental labs. Video and audio editing, Web development, scanning and printing,

digital video and still cameras, TV/VCR/DVD players, and other technologies also are available for student use.

The College provides anti-virus software to all students. Staff is available to assist students in loading and running the College-provided anti-virus software, properly configuring their personal computer operating systems, and connecting to the campus network.

Students on campus and studying abroad have access to a variety of technology resources and services including the campus' learning management system. Assistance with using computer software and hardware as well as Web development and audio-visual equipment is available to students in person, over the phone, and via email, instant messaging, and other means.

For more information about campus technology resources and services please go to: <http://www.beloit.edu/~isr/>.

## Museums

The museums of Beloit College include the Logan Museum of Anthropology and the Wright Museum of Art. Beloit is unique among smaller undergraduate institutions in having two museums of such breadth and depth on its campus. Both were founded with major gifts to the College in the 1890s. The Logan Museum of Anthropology was created with Frank G. Logan's gift of North American Indian materials collected by Horatio Nelson Rust and exhibited at the 1893 World's Columbian Exposition. This gift of nearly 3,000 artifacts was added to the College's earlier museum or "scientific cabinet" collection of natural history specimens. The Wright Museum of Art was started through the generosity and dedication of Helen Brace Emerson, who, in 1892, donated her personal collection of art and created Beloit's first program in art appreciation. She was also instrumental in working with Lucius Fisher, Jr., to acquire for the College the collection of plaster casts that formed the Greek government's exhibit at the Columbian

Exposition. These are now part of the Wright Museum's collection. Subsequent gifts, purchases, and—in the case of the Logan Museum—worldwide research and collecting expeditions have added significantly to the holdings of the two museums. Together, they house more than 200,000 artifacts and works of art.

The Beloit College museums are unique resources for the campus and the broader community. Exhibits include those that travel and those that are developed by students, utilizing the museums' collections. Educational programs for adults and children are sponsored by the museums, many in cooperation with community groups. As "teaching museums," the Logan and Wright provide opportunities for Beloit undergraduates to learn and work in a professional environment. Students are involved in every facet of museum operations, from researching collections through planning and implementing exhibits, to educational programming. This tradition of involvement in the museums is an opportunity students have enjoyed for more than a century.

### **Logan Museum of Anthropology:**

Among the strengths of the Logan Museum are collections of European and North African archaeological material as well as Native American artifacts, particularly from the Great Lakes, Plains, and Southwest. Mexican, Central American, and Andean South American material is also well represented. Ethnological collections from Japan (Ainu), Indonesia (Batak), Papua New Guinea, Taiwan, and North Africa (Tuareg) are valuable learning resources. The Logan Museum is housed in Memorial Hall, built in 1869 with the support of the local community to honor men from the city and College who gave their lives in the Civil War. Two marble plaques list their names. Formerly, the natural history "cabinet collection" and the College library were located there, and for a short time, the College's music department. An extensive \$4 million

renovation completed in 1995 provided facilities for collections maintenance, care, and exhibition. The striking centerpiece of the museum is a 26,000-cubic-foot glass cubicle through which visitors can view some of the thousands of objects in the collection, as well as watch professors and students perform the actual work of the museum.

Exhibits are on two floors and highlight the material culture of European, Asian, African, and Native American peoples. On the walls of the second floor are large mural paintings by John W. Norton depicting the rise and evolution of the human species. Other paintings include those of Elmer C. Winterberg, which depict southwestern Native American groups. Special exhibition areas house temporary exhibits.

**Wright Museum of Art:** Art collections held by the Wright Museum range from classic works, including Greek pottery and Roman glassware, to historic photographs, European and American paintings, and graphics, to more contemporary works, including art by Native American artists, as well as Asian decorative arts, including Imperial Chinese robes, Korean celadon ceramics, and Japanese *sagemono* and porcelains.

The Wright Museum is located in the Wright Art Hall, completed in 1930 and named in memory of Theodore Lyman Wright, a beloved professor of classics and art history. A gift in part from the citizens of Beloit, the art hall served as a continuation of the art museum program initiated by Helen Brace Emerson. The building houses the collections and galleries of the Wright Museum of Art, as well as lecture rooms and studios used by the department of art and art history.

### **Performance Facilities**

**Neese Performing Arts Complex,** a contemporary performing arts center, was dedicated in 1975 and is named in memory of Laura Aldrich Neese, 1912, a trustee for many years and member of a family long associated with the College. The facility's main feature is

# The Campus (continued)

the 300-seat thrust stage Neese Theatre, which houses the Beloit College theatre arts program and is used for other theatrical presentations, concerts, dance recitals, and cultural events. The multi-level building also includes the Kresge Experimental Theatre, scenery and lighting studios, dressing rooms, costume shop, classrooms, and laboratory facilities, plus attractive foyer and art exhibition areas. Plaques in the foyer honor major donors to the building, and an outdoor plaza area honors members of the Mouat family of Janesville, Wis.

**Eaton Chapel** is named for Beloit's second president, Edward Dwight Eaton, and also houses the Mary Helm Miles Music Center on the lower level. The building's 900-seat auditorium is the center for major campus concerts and lectures as well as other College and community functions. The chapel is the home of the Beloit Janesville Symphony. The original building was erected in 1892 and later expanded and remodeled on several occasions, most recently in 2003. Many memorial plaques are located in the chapel, including tablets memorializing Beloit students and alumni killed in World War I and World War II. The Aeolian Skinner pipe organ was the gift of George W. Mead, class of 1892. The two Steinway nine-foot concert grand pianos on stage are gifts of the Lam Foundation and economist Lyle E. Gramley '51.

**Wilson Theatre** in Mayer Hall is a 350-seat auditorium that is used regularly for the campus film series as well as for lectures and performances. It is named in honor of Matilda R. Wilson.

## Student Activity Facilities

**Jeffris-Wood Campus Center**, created in an artful transformation of historic Pearsons Hall in 1985, provides an impressive setting for a wide variety of student and community activities. The building is in round-the-clock use during the school year and is popular as a summer conference facility. The campus center is named in memory of

Pierpont J.E. Wood, prominent Wisconsin attorney and industrialist, and his wife, Helen Jeffris Wood. The naming gift in their honor was contributed by their son, Steven P.J. Wood, a former trustee of the College.

Meeting and conference rooms, a faculty-staff lounge, and a student art gallery are located on the main floor, along with D.K.'s Snack Bar grill/deli. The center also houses the Mail Center, Security Office, Registrar's Office, Accounting Office, and a spacious lounge named in honor of Harry C. Moore, former chair of the board of trustees. Among other facilities are the College radio station (WBCR), club and organization offices, the campus newspaper (*Round Table*), and Student Services offices. The building is used frequently for all-campus parties and dances. The campus center is also home to the Java Joint, where beverages, bagels, coffees, and café edibles are available.

The **Coughy Haus** (a.k.a. C-Haus), a student pub on the residential side of campus, offers a variety of food and drink options. A favorite student gathering spot, it offers foosball, pool, and other games, along with live entertainment coordinated by students.

## Physical Education and Athletic Facilities

**Beloit College Sports Center**, dedicated in 1987, is a large and versatile athletic and fitness facility. The fourth physical education facility in Beloit's history, this center adjacent to the residential quadrangle includes a 4,400-square-foot fitness center with extensive equipment to meet the needs of all students; the 19,500-square-foot Flood Arena with three collegiate-size basketball and volleyball courts, seating for 2,250 spectators, and staging and lighting to transform the arena into a multi-purpose auditorium for concerts and other major campus and community events; a spacious and well-equipped dance studio; and a six-lane natatorium; plus racquetball/handball courts, a training room,



and other facilities. Adjoining the Sports Center complex is the Matthew A. Marvin Field House, providing nearly 40,000 square feet of space for use as a year-round indoor recreational area, including a jogging track, an indoor soccer area, space for indoor tennis, and batting cages and pitching machines for baseball and softball.

Recognized with bronze plaques in the Sports Center are those whose major gifts made possible the construction and endowment of the building. Major donors to the project included James'49 and Joan Dahlquist Flood'47 (Flood Arena); Matthew A. Marvin'37 (Marvin Field House); the Kresge Foundation; Mr. and Mrs. Eugene J. McCleary, and three other friends of the College who made anonymous gifts. Many of the rooms in the center honor former coaches, and a Hall of Honor area off the main foyer recognizes outstanding athletes from past years. The foyer also includes a memorial plaque honoring Beloit alumni who died during World War II and a plaque honoring the late Dolph Stanley, former athletic director and basketball coach whose teams gained national prominence.

**The Strong Stadium Athletic Complex** includes varsity competition and practice facilities for football, soccer, baseball, softball and track. In 2006, a new six-court tennis facility was constructed on the site. The complex underwent a \$3-million renovation and expansion in 1999, when new fields were constructed and the 3,500-seat Strong Stadium was redesigned, while keeping its striking art deco profile. The expansion included 14,000 square feet in locker room space, a conference room, training room, and office facilities, plus an entrance lobby and concession space. Spectator areas are completely accessible and equipped with seating and special viewing areas for those confined to wheelchairs. Strong Stadium was opened in 1934 and is located seven blocks east of campus. It was the gift of Mrs. Josephine Strong, in

memory of her husband, Trustee Walter A. Strong (1905). The field was known as Keep Field until 1915 and was renamed Hancock Field until 1934 as the result of a gift to the College from Dr. Frank G. Logan in honor of his wife, Josephine Hancock Logan.

**Karris Field** includes intramural fields for soccer, softball, and Frisbee adjoining the residential section of campus. They were developed in 1997 through a gift from Nicholas A. Karris'58, for whom they are named.

**Other facilities** include opportunities for sailing, ice skating, rowing, and other recreational activities located near the campus.

## Residence Halls

**Chapin Hall** is both a dining and a residence hall. The first floor features two large dining rooms, with a combined seating capacity of 400. The Presidents Lounge, off the entrance foyer, displays portraits of the College's first nine presidents. Chapin Hall is named in memory of the first president of the College, Aaron Lucius Chapin, who served from 1849 to 1886.

**Brannon Hall**, a companion building to Chapin Hall, is named in memory of the third president of the College, Melvin Amos Brannon, who served from 1917 to 1923.

**Aldrich Hall** memorializes Alonzo A. Aldrich, a Beloit civic and business leader.

**Maurer Hall** is named in memory of the fourth president of the College, Irving Maurer, who served from 1924 to 1942.

**Haven Hall** is designed in an apartment-style, with several kitchen-living areas surrounded by three to five single student rooms. Haven Hall was the gift of Walter Silas Haven of Racine, Wis., valedictorian of the class of 1857.

**Wood Hall** is designed in a "house" fashion. It has social areas on the first floor and sleeping rooms on all floors

# The Campus (continued)

above. Originally North Hall, the residence was renamed in 1991 in honor of former Beloit executive and College Trustee Steven P.J. Wood and his wife, Colette.

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Completed in 1965 and designed with predominately single rooms, the “’64 halls” include the following five residential buildings:

**Porter Hall** is named for William Porter, professor of Latin and mathematics from 1853 to 1906, and for members of the Porter family. Porter Hall houses the Health Center and psychological counselors’ offices.

**Whitney Hall** is named in memory of Katherine Bill Whitney, dean of women and head resident from 1927 to 1947, and for members of the Whitney family.

**Blaisdell Hall** is named for James J. Blaisdell, professor of rhetoric and philosophy from 1859 to 1896, and for James A. Blaisdell, class of 1889, librarian and professor of religion from 1903 to 1910.

**Bushnell Hall**, companion residence to Blaisdell Hall, is named for another early teacher, Jackson J. Bushnell, professor of mathematics from 1848 to 1873.

**Peet Hall** is named in memory of Stephen Peet, a founder of the College, and for Stephen D. Peet, class of 1851, a member of the first graduating class.

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The **Clary Street Apartments**, located at 810 and 820 Clary St., are a pair of two-story buildings, constructed in 2006 to fit into the aesthetic of the existing residential neighborhood. The apartment-style residences are home to 16 students in four units.

**Harry Moore Hall**, named for the late trustee and benefactor Harry C. Moore, whose service on Beloit’s board spanned more than 50 years, is a townhouse apartment complex, constructed in 2002-03. It consists of two six-unit buildings connected by a com-

mon lounge. It houses 48 students in 12 apartments.

**Greek letter houses**, for chapters of national and local sororities and fraternities, are located in the residential area.

**Special-interest houses** are located in the residential area. The character of these houses changes according to student needs and interests. Currently, special-interest houses include the Alliance House, Anthropology House, Art House, Black Students United House, the French, Russian, German, and Spanish Houses, Habitat for Humanity House, Interfaith House, Music House, Outdoor Environmental Club House, Peace and Justice House, the Beloit Science Fiction and Fantasy House, Voces Latinas House, and the Women’s Center.

## Other Facilities

**The Center for Entrepreneurship in Liberal Education at Beloit**, known as CELEB, is a renovated, 6,500 square-foot historic building that provides physical space and resources from which students of all majors may launch venture plans of their own design. The facility, located at 437 and 439 East Grand Ave. in downtown Beloit, opened its doors in 2004. It features a Ventures Lab, with office and meeting space for student ventures, Gallery ABBA, a student-run art gallery, and a recording studio with facilities for film and video editing, sound editing, musical composition, computer-generated art, and a public access television station.

**Turtle Creek: The Beloit College Bookstore** is an 11,000-square-foot full-service bookstore located at 444 East Grand Avenue in downtown Beloit. The carefully restored building maintains many of its original architectural details. It features a wide selection of books—from bestsellers to textbooks—periodicals, computer software, a coffee bar, outdoor patio seating, an indoor lounge area, and Beloit College insignia clothing and gifts.

**President’s House.** In 1937, Ellen F. Chapin gave to the College the resi-

dence constructed by her father, Aaron L. Chapin, Beloit's first president. Built in 1850-51, it is the home of the College president, located on the north corner of Chapin and College streets.

**International House**, directly east of the President's House on Chapin Street, houses the Office of International Education and serves as headquarters for Beloit's programs related to on-campus study of global issues and themes and overseas study programs.

**Blaisdell Guest House**, located on the south corner of Chapin and College streets, contains three units for use by guests of the College. It bears the name of the late Professor James J. Blaisdell.

**Chamberlin Springs**, a 50-acre tract of oak and hickory woodland northwest of the city, was given to the College in 1946 as a wildlife sanctuary for the use of students in their studies and as a recreational area for students and faculty. It serves as an outdoor laboratory, especially for studies in geology and biology, and occasionally for art projects. It is named for the Chamberlin family, whose son, Thomas C. Chamberlin, class of 1866, was a world-renowned geologist. The donor was his son, Rollin S. Chamberlin.

**Smith Limnology Laboratory**, on the Rock River about 1.5 miles north of campus, is a small station for boat storage, aquatic studies, and recreational boating by students, named for longtime Professor of Chemistry E. G. Smith and Gilbert Smith, 1907.

**Newark Road Prairie** is an exceptionally fine remnant of the virgin prairie that originally clothed the landscape of the Beloit region. It consists of 32.5 acres that vary from wet to wet-mesic and harbors more than 300 species of flowering plants, plus a good selection of the small mammals of southern Wisconsin. Two endangered and one threatened plant species are preserved on this site. Since its purchase by the Nature Conservancy and subsequent

transfer of title to Beloit College, the prairie has served as an outdoor classroom for field exercises of many courses and as a research site for many student and faculty projects.

## Public Art and Major Landmarks

**Beloit Poetry Garden**, at the corner of Bushnell and College streets, links the College and the community with a 14,500-square-foot public art space designed by internationally acclaimed artist Siah Armajani. The park-like setting, installed in 1999, serves as a gateway to the campus and draws visitors to the steps of Memorial Hall, home of the Logan Museum of Anthropology.

**Gazebo for One Anarchist: Emma Goldman** was completed in 1991 by internationally renowned public artist Siah Armajani. The work was first loaned to the College in 1993, but in 1996 the artist made it a permanent gift. The title refers to a Russian-born anarchist who rejected all institutions of force and all violent means of exploitation. The sculpture is situated just a few steps southeast of Middle College.

**Reach**, by O. V. Shaffer, is located in front of the Smith Building. The 1965 sculpture presents an encolumned human figure and a bird, the details of which are best viewed from above. The artist, a member of the class of 1950, is a former director of the Wright Museum of Art.

**Siren** was created in 1987 by O.V. Shaffer'50 for former trustee Arthur B. Adams'28. The welded brass sculpture, a representation of the mythical creature from the epic poem the *Odyssey*, was given to the College in 2004 by Susan Adams Paddock'60 and Vonnie Adams and relocated to the west entrance of the World Affairs Center.

**Untitled** is a non-representational work characterized by biomorphic form and texture. The sculpture, located near the pedestrian bridge on the east corner of Chamberlin Hall, was designed in 1968 by Arnold Popinsky, a Beloit College associate professor of art at the time.

## The Campus (continued)

*Winds of Change*, in front of the Wright Museum of Art, was erected in 1975 as a memorial to a Beloit student who loved the arts. It was created by O.V. Shaffer'50, former director of the Wright Museum of Art.

**M-I Bell:** The bell at the south archway of Morse-Ingersoll Hall originally hung in the cupola of Middle College. This bell was not the original College bell, however. The original was cracked and recast in 1880. This later version was hung in its current location, courtesy of the class of 1950.

**M-I Fountain:** A drinking fountain on Morse-Ingersoll Hall's inner court was given anonymously in memory of Loyl Emanuel Plinske'40, one of Beloit's greatest athletes and a campus leader who was killed in a training plane crash in 1941, while serving in the U.S. Navy.

**Stone:** Officially titled *Rostra Beloitensia*, this 8-ton boulder was brought to campus by members of the class of 1906 from its original resting place on a farm south of town. The boulder, located behind Eaton Chapel along the walkway from Middle College to Campbell Hall, became the rostrum for outdoor speaking during bonfires and other College events.

**Stone Bench:** This gift from the class of 1908 is made of New Bedford limestone. It rests on the north side of Eaton Chapel and is able to seat more than 40 people. The class intended to start a college tradition that allowed seniors exclusive use of the bench.

**Victory Fountain:** A gift from the class of 1919, the fountain was installed to celebrate the Allied victory in World War I. It is located just a few steps to the northeast of Middle College.

**Alumni Arch in Pearsons Hall** was a gift of longtime Beloit supporter and trustee Arthur B. Adams, class of 1928. Adams commissioned Franklin Boggs, professor emeritus of art, and sculptor O.V. Shaffer, class of 1950, to create the window of cathedral glass. Among the symbols contained in the design is the turtle, a symbol dear to the College.

# Faculty

**Francesca M. Abbate** (2002), assistant professor of English; B.A., Beloit College; M.F.A., University of Montana; Ph.D., University of Wisconsin-Milwaukee

**Jeffrey L. Adams** (1982), professor of economics and management and Allen-Bradley Professor of Economics; B.A., Carroll College; Ph.D., University of Pittsburgh

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**Nancy A. McDowell** (1995), William Simpson Godfrey professor of anthropology; B.A., University of Illinois; M.A., Ph.D., Cornell University

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**Oleg A. Proskurnya** (2006), assistant professor of music; B.M., M.M., St. Petersburg Conservatory (Russia); Ph.M., University of South Carolina

**John A. Rapp** (1986), professor of political science; B.A., American University; M.A., Indiana University; Ph.D., University of Wisconsin-Madison

**Saifuddin Rayyan** (2007), teaching fellow in physics; B.S., University of Jordan-Amman; M.S., Ph.D., Virginia Tech

**Susan Rice** (2006), instructor of music; B. M., University of Cincinnati; M.M., Western Michigan University

**Mario A. Rivera** (1993), adjunct professor of anthropology; B.A., Universidad de Chile; M.A., Ph.D., University of Wisconsin-Madison

**Arthur G. Robson** (1966), professor of classics; B.A., John Carroll University; M.A., Ph.D., Ohio State University

**Shin Yong Robson** (1991), adjunct associate professor of modern languages and literatures (Chinese); B.A., Beijing Foreign Language Institute (China); M.A., University of Wisconsin-La Crosse; M.A., Ph.D., University of Wisconsin-Madison

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**Kathleen Schowalter** (2006), assistant professor of art and art history and holder of the Nystrom Endowed Chair in Art History; B.A., Bates College; M.A., University of Texas-Austin; Ph.D., Johns Hopkins University

**Debra A. Schwartz** (2007), visiting assistant professor of English; B.A., Roosevelt University; M.S., National-Louis University; Ph.D., University of Maryland-College Park

## Faculty (continued)

**Colleen Shaughnessy** (2006), adjunct instructor of English as a Second Language; B.A., Monmouth College; M.A., University of Maryland-Baltimore County

**Daniel E. Shea** (1968), professor of anthropology; B.S., M.S., Ph.D., University of Wisconsin-Madison

**Philip R. Shields** (1993), professor of philosophy and religious studies (philosophy) and Hales Family Professor of Ethics; B.A., Haverford College; M.A., Ph.D., University of Chicago

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**Paul E. Stanley** (2002), associate professor of physics and astronomy and holder of the Dobson Endowed Professorship in Physics; B.S., Iowa State University; M.S., Ph.D., Oregon State University

**Jack D. Street** (1961), Harry C. Moore Professor of Modern Languages (French and Italian); B.A., B.S., Jacksonville State College; M.A., University of Alabama; M.A., Middlebury College; Ph.D., University of Iowa

**Linda L. Sturtz** (1992), George Russell Corlis Professor of History; B.A., Carleton College; M.A., College of William and Mary; Ph.D., Washington University-St. Louis

**Susan K. Swanson** (2001), associate professor of geology and Peterson Junior Professor of the Sciences; B.A., Gustavus Adolphus College; M.S., Ph.D., University of Wisconsin-Madison

**Matthew A. Tedesco** (2004), assistant professor of philosophy and religious studies (philosophy); B.A., Hofstra University; M.A., Ph.D., University of Colorado-Boulder

**Peter Theron** (2003), visiting assistant professor of computer science; B.A., Princeton University; M.A., Ph.D., University of Wisconsin-Madison

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**Robert J. Tomaro** (1999), adjunct assistant professor of music and holder of the Shogren Family Conductorship; B.S., Northwestern University; M.A., Ph.D., New York University

**Pablo Toral** (2003), assistant professor of political science and Mouat Junior Professor of International Studies; B.A., Universidad Complutense (Spain); M.A., Ph.D., Florida International University

**Rodney J. Umlas** (1987), professor of theatre arts; B.A., Cornell University; M.F.A., Ph.D., Columbia University

**Rama Viswanathan** (1983), professor of chemistry and computer education; B.S., Bombay University (India); M.S., Indian Institute of Technology; Ph.D., University of Oregon

**Oswaldo Voysest** (1997), associate professor of modern languages and literatures (Spanish); B.A., University of Massachusetts-Boston; Ph.D., University of California-Berkeley

**Jeremiah Wagner** (2007), visiting assistant professor of biology; B.S., Northern Michigan University; Ph.D., University of Wisconsin-Madison

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**Charles G. Westerberg** (2000), associate professor of sociology; B.A., Beloit College; M.A., Ph.D., University of Missouri-Columbia

**Karla M. Wheeler** (2002), adjunct assistant professor of museum studies; B.A., M.A., University of Wisconsin-Milwaukee

**Lawrence T. White** (1984), professor of psychology; B.A., Whittier College; M.A., California State University; Ph.D., University of California-Fresno

**Carol Wickersham** (2002), visiting instructor of sociology; B.A., University of Illinois-Urbana-Champaign; M.Div., Pacific School of Religion

**George Williams Jr.** (1999), associate professor of art and art history; B.A., California College of Arts and Crafts; M.F.A., Claremont Graduate University

**Brett C. Woods** (2003), assistant professor of biology; B.A., University of California-Berkeley; Ph.D., University of Kansas-Lawrence

**Lisa Haines Wright** (1990), associate professor of English; B.A., Ohio State University; Ph.D., Indiana University

**Steven A. Wright** (1990), adjunct associate professor of English; B.A., Miami University; M.A., Ph.D., Indiana University

**Ken Yasukawa** (1980), professor of biology; B.S., State University of New York-Stony Brook; M.A., Ph.D., Indiana University

**Daniel M. Youd** (2002), assistant professor of modern languages and literatures and Luce Junior Professor of Chinese Language and Literature; B.A., Harvard University; M.A., Ph.D., Princeton University

**Max H. Yount** (1964), professor of music; B.A., Oberlin College; M.M., D.M.A., Eastman School of Music

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**A. Henry Bova** (1965-2001), modern languages and literatures

**William H. Brown** (1964-2000), chemistry

**Gary A. Cook** (1965-2004), philosophy and religious studies

**Scott E. Crom** (1954-93), philosophy and religious studies

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**Ed DeGeorge** (1994-2006), health and physical education, athletic director

**David A. Dobson** (1968, 1980-2002), physics and astronomy

**Menno Froese** (1969-2003), sociology

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**Philip D. Straffin Jr.** (1970-2007), mathematics and computer science

**Donald A. Summers** (1959-93), sociology

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**Don Adams**, head coach, women's basketball; head coach, women's golf. B.S., Lacrosse University

**Elizabeth F. Bartley**, head coach, women's soccer; assistant coach, softball. B.A., Beloit College; M.A., Youngstown State University

**Brian M. Bliese**, head coach, men's and women's track and field. B.A., Milton College; M.A., University of Wisconsin-Whitewater

**Christian J. Brann**, head coach, football. B.S., West Virginia Wesleyan College; M.S., Robert Morris University

**David DeGeorge**, head coach, baseball; assistant coach, football. B.A., Beloit College; M.S., University of Wisconsin-Whitewater

**Dawn Kelly**, head coach, volleyball. B.A., University of Wisconsin-Madison

**Ethan Pole**, assistant football coach. B.A., Concordia College; M.S., Minnesota State University-Mankato

**Beth Ann Pouk**, athletic trainer and equipment manager. B.S., Eastern Illinois University; M.S., University of Wisconsin-Whitewater

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**Denzil C. Showers**, academic technical associate.

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**David R. Heesen**, supervisor, Secretarial Services

**David W. Knutson**, director, Beloit Access Television. A.A., Waldorf College; B.A., Beloit College

**Rongping Deng**, instrument and research scientist. B.S., Xinjiang University; M.S., Fudan University; M.S. and Ph.D., University of New Hampshire-Durham

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**Sherry A. Sandee**, assistant registrar.

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## Upward Bound/Help Yourself Programs

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**Nathan Edwards**, assistant director, Pre-Collegiate Help Yourself program. B.A., Beloit College; M.A., Liberty University

## Administration (continued)

John Paul Gray, assistant director,  
Upward Bound. B.A., Beloit College

### Wright Museum of Art

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College; M.A., National Taiwan  
University; Ph.D., University of  
Chicago

## Alumni Association

Organized in 1856, the Beloit College Alumni Association exceeds 15,000 members. Beloit alumni reside in all 50 states, and in 85 countries. During the College's annual Commencement exercises, graduating seniors are welcomed into the alumni association by the president of the association's board of directors. Among the benefits of membership are a subscription

to *Beloit College Magazine*, education travel opportunities, regional alumni gatherings, email forwarding for life, and access to MyBeloit, an exclusive and secure online community that allows alumni to discuss issues, ask for and offer career advice, share photos, and utilize many other easily accessible features.



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**James J. Flood**'49, Indian Wells, Calif.

**Jorge O. Galante, M.D.**, Clinton, Wis.

**William W. Keefer**, Rockton, Ill.

**Julia C. McCleary**, Beloit, Wis.

**David T. Threinen**'56, Beloit, Wis.

# Geographic Origins of Students\*

## United States

|                      |     |
|----------------------|-----|
| Alabama              | 2   |
| Alaska               | 11  |
| Arizona              | 12  |
| Arkansas             | 2   |
| California           | 37  |
| Colorado             | 16  |
| Connecticut          | 8   |
| District of Columbia | 10  |
| Florida              | 8   |
| Georgia              | 9   |
| Hawaii               | 4   |
| Idaho                | 5   |
| Illinois             | 288 |
| Indiana              | 16  |
| Iowa                 | 31  |
| Kansas               | 8   |
| Kentucky             | 14  |
| Louisiana            | 2   |
| Maine                | 15  |
| Maryland             | 24  |
| Massachusetts        | 41  |
| Michigan             | 43  |
| Minnesota            | 99  |
| Mississippi          | 2   |
| Missouri             | 31  |
| Montana              | 8   |
| Nebraska             | 4   |
| New Hampshire        | 8   |
| New Jersey           | 10  |
| New Mexico           | 5   |
| New York             | 35  |
| North Carolina       | 12  |
| Ohio                 | 36  |
| Oklahoma             | 1   |
| Oregon               | 42  |
| Pennsylvania         | 18  |
| Rhode Island         | 1   |
| South Dakota         | 3   |
| Tennessee            | 7   |
| Texas                | 21  |
| Utah                 | 6   |
| Vermont              | 15  |
| Virginia             | 8   |
| Washington           | 26  |
| Wisconsin            | 242 |
| Wyoming              | 2   |

## Other Countries

|                |    |
|----------------|----|
| Bahamas        | 3  |
| Bangladesh     | 1  |
| Bolivia        | 1  |
| Botswana       | 1  |
| Brazil         | 3  |
| Bulgaria       | 1  |
| Canada         | 5  |
| China          | 9  |
| Croatia        | 1  |
| Germany        | 3  |
| Ghana          | 1  |
| Hong Kong      | 3  |
| Honduras       | 1  |
| Hungary        | 2  |
| India          | 5  |
| Israel         | 2  |
| Jamaica        | 2  |
| Japan          | 12 |
| Malaysia       | 2  |
| Morocco        | 2  |
| Myanmar        | 1  |
| Palestine      | 1  |
| Romania        | 2  |
| Russia         | 4  |
| South Korea    | 2  |
| Spain          | 1  |
| Taiwan         | 1  |
| Tunisia        | 1  |
| Turkey         | 2  |
| Uganda         | 1  |
| United Kingdom | 2  |
| Vietnam        | 3  |

# Academic Calendar for 2007-2008

## Fall Term 2007

|                |                    |                                             |
|----------------|--------------------|---------------------------------------------|
| Aug. 18        | Saturday, 9 a.m.   | .....New students arrive                    |
|                |                    | .....New student days orientation begins    |
| Aug. 25 & 26   | Sat. & Sun.        | .....Residence halls open for all students  |
| Aug. 27        | Monday             | .....Registration check-in/add-drop day     |
|                |                    | .....Convocation                            |
| Aug. 28        | Tuesday            | .....Classes begin                          |
| Sept. 17       | Monday             | .....Constitution Day                       |
| Sept. 28-30    | Fri.-Sun.          | .....Family Weekend                         |
| Oct. 5-7       | Fri.-Sun.          | .....Homecoming/Reunion Weekend             |
| Oct. 12        | Friday, 8 p.m.     | .....Midterm break begins                   |
| Oct. 22        | Monday, 8 a.m.     | .....Midterm break ends                     |
| Oct. 23        | Tuesday            | .....First module ends                      |
| Oct. 24        | Wednesday          | .....Second module begins                   |
| Oct. 29-Nov. 2 |                    | .....Advising week, spring 2008             |
| Nov. 5-9       |                    | .....International Education Week           |
| Nov. 7         | Wednesday          | .....International Symposium Day            |
| Nov. 21        | Wednesday, 10 p.m. | .....Thanksgiving break begins              |
| Nov. 26        | Monday, 8 a.m.     | .....Thanksgiving break ends                |
| 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 2008

|            |                   |                                                |
|------------|-------------------|------------------------------------------------|
| Jan. 13    | Sunday            | .....Residence halls open for all students     |
| Jan. 14    | Monday            | .....Registration check-in/add-drop day        |
| Jan. 15    | Tuesday           | .....Classes begin                             |
| Feb. 29    | Friday, 8 p.m.    | .....Midterm break begins                      |
| Mar. 10    | Monday, 8 a.m.    | .....Midterm break ends                        |
| Mar. 11    | Tuesday           | .....First module ends                         |
| Mar. 12    | Wednesday         | .....Second module begins                      |
| Mar. 24-28 |                   | .....Advising week, fall 2008                  |
| Apr. 10    | Thursday          | .....Student Symposium                         |
| Apr. 16    | Wednesday         | .....Spring Day                                |
| Apr. 29    | Tuesday           | .....Thursday classes meet                     |
| Apr. 30    | Wednesday         | .....Classes end                               |
| May 1      | Thursday          | .....Study day                                 |
| May 2 & 3  | Fri. & Sat.       | .....Exam days                                 |
| May 4      | Sunday            | .....Study day                                 |
| May 5 & 6  | Mon. & Tues.      | .....Exam days                                 |
| May 7      | Wednesday, 5 p.m. | .....Residence halls close for all non-seniors |
|            | noon              | .....Senior grades due                         |
| May 8      | Thursday          | .....Senior activities                         |
|            | 4 p.m.            | .....Non-senior final grades due               |
| May 9      | Friday            | .....Senior activities                         |
| May 10     | Saturday          | .....Senior activities                         |
|            | 5 p.m.            | .....Baccalaureate                             |
| May 11     | Sunday, 11 a.m.   | .....Commencement                              |
|            | 8 p.m.            | .....Residence halls close for seniors         |

# Academic Calendar for 2008-2009

## Fall Term 2008

|              |                    |                                        |
|--------------|--------------------|----------------------------------------|
| Aug. 16      | Saturday, 9 a.m.   | New students arrive                    |
|              |                    | New student days orientation begins    |
| Aug. 23 & 24 | Sat. & Sun.        | Residence halls open for all students  |
| Aug. 25      | Monday             | Registration check-in/add-drop day     |
|              |                    | Convocation                            |
| Aug. 26      | Tuesday            | Classes begin                          |
| Sept. 17     | Wednesday          | Constitution Day                       |
| Sept. 26-28  | Fri. - Sun.        | Homecoming/Reunion Weekend             |
| T.B.A.       |                    | Family Weekend                         |
| Oct. 10      | Friday, 8 p.m.     | Midterm break begins                   |
| Oct. 20      | Monday, 8 a.m.     | Midterm break ends                     |
| Oct. 21      | Tuesday            | First module ends                      |
| Oct. 22      | Wednesday          | Second module begins                   |
| Nov. 3-7     |                    | Advising week, spring 2009             |
| Nov. 10-14   |                    | International Education Week           |
| Nov. 12      | Wednesday          | International Symposium Day            |
| Nov. 26      | Wednesday, 10 p.m. | Thanksgiving break begins              |
| Dec. 1       | Monday, 8 a.m.     | Thanksgiving break ends                |
| Dec. 9       | Tuesday            | Thursday classes meet                  |
| Dec. 10      | Wednesday          | Classes end                            |
| Dec. 11      | Thursday           | Study day                              |
| Dec. 12 & 13 | Fri. & Sat.        | Exam days                              |
| Dec. 14      | Sunday             | Study day                              |
| Dec. 15 & 16 | Mon. & Tues.       | Exam days                              |
| Dec. 17      | Wednesday, 5 p.m.  | Residence halls close for all students |
| Dec. 18      | Thursday, 4 p.m.   | Final grades due                       |

## Spring Term 2009

|                 |                   |                                           |
|-----------------|-------------------|-------------------------------------------|
| Jan. 18         | Sunday, noon      | Residence halls open for all students     |
| Jan. 19         | Monday            | Registration check-in/add-drop day        |
| Jan. 20         | Tuesday           | Classes begin                             |
| Mar. 6          | Friday, 8 p.m.    | Midterm break begins                      |
| Mar. 16         | Monday, 8 a.m.    | Midterm break ends                        |
| Mar. 17         | Tuesday           | First module ends                         |
| Mar. 18         | Wednesday         | Second module begins                      |
| Mar. 30–April 3 |                   | Advising week, fall 2009                  |
| Apr. 16         | Thursday          | Student Symposium                         |
| Apr. 22         | Wednesday         | Spring Day                                |
| May 5           | Tuesday           | Thursday classes meet                     |
| May 6           | Wednesday         | Classes end                               |
| May 7           | Thursday          | Study day                                 |
| May 8 & 9       | Fri. & Sat.       | Exam days                                 |
| May 10          | Sunday            | Study day                                 |
| May 11 & 12     | Mon. & Tues.      | Exam days                                 |
| May 13          | Wednesday, 5 p.m. | Residence halls close for all non-seniors |
|                 | noon              | Senior grades due                         |
| May 14          | Thursday          | Senior activities                         |
|                 | 4 p.m.            | Non-senior final grades due               |
| May 15          | Friday            | Senior activities                         |
| May 16          | Saturday          | Senior activities                         |
|                 | 5 p.m.            | Baccalaureate                             |
| May 17          | Sunday, 11 a.m.   | Commencement                              |
|                 | 8 p.m.            | Residence halls close for seniors         |

# Beloit College at a Glance

**Location:** Beloit, Wis. (population 36,000), 90 miles northwest of Chicago, 50 miles south of Madison, 70 miles southwest of Milwaukee.

**Students:** 1,250 from nearly every state and more than 40 countries. 17 percent from Wisconsin, 21 percent from Illinois, 13 percent from the East Coast, 14 percent from the West Coast, 7 percent from foreign countries, and 26 percent from other areas. Diverse socioeconomic backgrounds, with more than 90 percent of students receiving both need-based and merit scholarship aid. The median ACT scores of first-year students is 27; median SAT scores are 670 verbal, 620 math.

**Faculty:** 103 full-time, 96 percent of whom hold the highest degree in their field. All faculty serve as advisors, and the same faculty who teach seniors also teach first-year students. Student-faculty ratio is 11 to 1. Average class, 15 students; 71 percent of classes have 20 or fewer students.

**Off-Campus Internships, Field Terms, and Study Abroad:** Many opportunities exist for off-campus work experience and career exploration that integrate liberal arts learning with “real world” experience. Approximately half of all students study abroad at universities or participate in other seminars and special projects. Beloit is known for its programs and opportunities in less commonly studied nations.

**Calendar:** Two 14-week semesters, the first running from late August until mid-December, the second from mid-January to mid-May. First-year students may apply for either August or January admission. Starting in early June, Beloit College’s Center for Language Studies conducts intensive nine-week language and culture programs in Arabic, Chinese, Japanese, and Russian.

**Campus:** 40-acre academic and residential area, 25-acre athletic and recreational area, 32-acre prairie, and 50-acre wildlife refuge and laboratory. 50 College buildings include a state-of-the-art Center for the Sciences (opens fall 2008), library, an entrepreneurship center, nationally recognized art and anthropology teaching museums, theatres built to Equity standards, a campus center in a national landmark building, and a \$6-million sports and fitness center. Finances: Annual gift support of more than \$9 million; endowment of \$105 million.

**Accreditations and Affiliations:** Charter member of and accredited by North Central Association of Colleges and Secondary Schools; charter member of Associated Colleges of the Midwest (ACM). As a member of the Science 50, International 50, and Business 50 consortia, Beloit is one of the nation’s top undergraduate colleges for training scientists and international and business leaders. A Phi Beta Kappa chapter was founded on campus in 1911.

**Athletics:** Midwest Conference and NCAA Division III competition in 18 varsity and numerous club sports for men and women; extensive intramural and recreational program.

**Housing:** Beloit is a residential college; 95 percent of students live on campus in residence facilities, which include 15 special-interest houses and six fraternities and sororities.

**Curriculum and Degrees:** Bachelor of Arts and Bachelor of Science; more than 50 fields of study in 19 departments; 3/2 programs with leading universities in engineering and forestry/environmental management; pre-professional programs in dentistry, law, medicine, and nursing.

**Job Placement:** Seminars and workshops in job selection and career planning, résumé writing, and interview techniques. Counseling from Field and Career Services Office and faculty members.

**Graduate School:** Faculty members counsel and assist students in selecting and applying to appropriate universities. Beloit ranks 20th out of roughly 2,000 U.S. baccalaureate-awarding institutions for producing future Ph.D. degree recipients. Among the nation’s most selective liberal arts colleges, Beloit ranks 11th in the proportion of graduates attaining doctoral degrees (Source: 1998 Higher Education Data Sharing Consortium).

Contact information: [www.beloit.edu](http://www.beloit.edu); Beloit College, 700 College Street, Beloit, Wis. 53511; Office of Admissions: 800-923-5648 or 608-363-2500 ([admiss@beloit.edu](mailto:admiss@beloit.edu)).

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