



LAKE FOREST  
COLLEGE

# Lake Forest College Catalog

555 North Sheridan Road • Lake Forest, Illinois 60045 • 847-234-3100

2024-2025

This pdf document represents an archived version of the 2024–25 online College Catalog. Information is accurate as of August 1, 2024.

For the most up-to-date version of the College Catalog, please consult the online version at [\*\*\*lakeforest.edu/academics/catalog\*\*\*](https://lakeforest.edu/academics/catalog)

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# College Catalog

Founded in 1857, Lake Forest College has a long tradition of academic excellence. At the heart of Lake Forest is the close-knit community of teachers, scholars, students, and staff representing cultures from around the globe who live and learn together in an environment of mutual respect and collaboration. Committed to teaching undergraduates, the distinguished faculty share a fundamental goal of preparing students to become independent thinkers and responsible citizens of global communities.

The curriculum, uniquely enriched by the extensive resources of nearby Chicago, challenges students to think critically and creatively, to reason analytically, and to communicate convincingly. In addition to majors in the humanities, social sciences, and natural sciences, the College features programs of study in pre-law, pre-medicine, communication, business, finance, computer science, and still other practical areas. Abundant internships, research and study abroad opportunities, and personal guidance from professors, enhances the college experience.

Lake Forest prepares students to lead successful and fulfilling lives.

Lake Forest College affirms that education ennobles the individual.

Our curriculum engages students in the breadth of the liberal arts and the depth of traditional disciplines. We encourage students to read critically, reason analytically, communicate persuasively, and, above all, to think for themselves. We prepare our students for, and help them attain, productive and rewarding careers. We foster creative talent and independent research. We embrace cultural diversity. We honor achievement. Our faculty of distinguished scholars takes pride in its commitment to teaching. We know our students by name and prepare them to become responsible citizens of the global community. We enable students, faculty, trustees, and administrators to solve problems in a civil manner, collectively. We maintain a secure residential campus of great beauty. We enrich our curriculum with the vibrant resources of Chicago. **Lake Forest College celebrates the personal growth that accompanies the quest for excellence.** – *Approved by the Faculty and Trustees, May 1992; amended 2014.*

Non-Discrimination Policy

Lake Forest College does not discriminate on the basis of race, color, religion, national origin, sex, pregnancy, sexual orientation, gender identity, gender expression, parental status, marital status, age, disability, citizenship status, veteran status, genetic information, or any other classification protected by law in matters of admissions, employment, housing, or services or in the educational programs or activities it operates.

Lake Forest College complies with federal and state laws that prohibit discrimination based on the protected categories listed above, including Title IX of the Education Amendments of 1972, which prohibits discrimination based on sex (including sexual misconduct) in the College's educational programs and activities.

Lake Forest College provides reasonable accommodations to qualified applicants, students, and employees with disabilities and to individuals who are pregnant.

Any inquires or concerns with respect to sex discrimination, sexual misconduct, or Title IX may be directed to the Title IX Coordinator; 555 North Sheridan Road, Lake Forest, IL 60045; 847-735-6009; [TitleIX@lakeforest.edu](mailto:TitleIX@lakeforest.edu).

A person may also file a complaint with the Department of Education's Office for Civil Rights regarding an alleged violation of Title IX by visiting [www2.ed.gov/about/offices/list/ocr/complaintintro.html](http://www2.ed.gov/about/offices/list/ocr/complaintintro.html) or calling 800-421-3481.

The campus coordinator for Section 504 of the Federal Rehabilitation Act of 1973 (prohibiting discrimination based on disability) is Lauren Slipkowsky, Associate Vice President of Human Resources; 555 North Sheridan Road; Lake Forest, IL 60045; 847-735-5036; [lslipkwosky@lakeforest.edu](mailto:lslipkwosky@lakeforest.edu). Inquires or concerns with respect to any other type of discrimination may also be directed to Lauren Slipkowsky.

## Privacy Statement

Notice to persons planning to attend Lake Forest College

The College is obligated by law to communicate the following notice. The intent of the notice is to inform newly enrolled students of the College's

intention to release certain information. Legislation identified below requires the College to give notice of its intent. The information noted is generally used in press releases, programs, directories, and other typical publications by the College. Any questions about this notice should be directed to the Dean of Students at 847-735-5200.

#### Notice of intent to publish certain personally identifiable information

Pursuant to requirements noted in the Family Educational Rights and Privacy Act, and Federal Regulations related thereto, notice is hereby given that Lake Forest College, Lake Forest, Illinois, proposes to publish at its discretion the following categories of information with respect to each person presently or previously attending said College: the student's name, address, telephone listing, date and place of birth, major field of study, faculty advisor, classes, parents, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most previous educational agency or institution attended by the student.

Any student affected by the above proposal who desires that such information as described above not be released without his/her prior consent is hereby requested to inform the Office of Campus Life in writing by August 1.

In addition, the College will publish to parents or guardians of dependent students information relative to the student's performance, progress toward graduation, any indebtedness, and involvement in matters which may lead to dismissal. The right of Lake Forest College to publish such information to parents or guardians is provided in the Act and Regulations referenced heretofore.

#### Family Educational Rights and Privacy Act

Lake Forest College complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, by publishing an annual notice to students explaining student rights under the act in the Student Handbook. For more information, see the Student Handbook.

#### Archives

[2023 - 2024 \(pdf\)](#)

[2022 - 2023 \(pdf\)](#)

[2021 - 2022 \(pdf\)](#)

2019 - 2020 Addendum (pdf)

2019 - 2020 (pdf)

2018 - 2019 (pdf)

2017 - 2018 (pdf)

2016 - 2017 (pdf)

2015 - 2016 (pdf)

2014 - 2015 (pdf)

2013 - 2014 (pdf)

2012 - 2013 (pdf)

2011 - 2012 (pdf)

2019 - 2020 Addendum (pdf)

2019 - 2020 (pdf)

2018 - 2019 (pdf)

HYPERLINK "<https://www.lakeforest.edu/live/files/college-catalog-2017-2018.pdf>" 2017 - 2018 (pdf)

2016 - 2017 (pdf)

2015 - 2016 (pdf)

2014 - 2015 (pdf)

2013 - 2014 (pdf)

2012 - 2013 (pdf)

2011 - 2012 (pdf)

# Academic Calendar

The academic calendar of Lake Forest College is based on two 15-week semesters (14 weeks of classes plus a 5-day final exam period), from late August through mid-December and from mid-January to early May. Students normally take four course credits per semester (the equivalent of 16 semester hours). All courses run for 15 weeks.

Three summer sessions offer a number of courses, the great majority being taught by regular members of the College's faculty. Each session is four weeks in length, during which a student may enroll in a single course.

## **Fall Semester 2024**

### **Thursday, August 22**

Classes begin

### **Friday, August 30**

Last day to add or drop a class

### **Monday, September 2**

Labor day holiday (no classes)

### **Thursday, October 17 – Friday, October 18**

Fall break (no classes)

### **Monday, October 21**

Classes resume

### **Friday, November 1**

Registration begins (first year)

### **Friday, November 1**

Intent to graduate form due (Fall 2024/Spring 2025/Summer 2025 potential graduates)

### **Tuesday, November 5**

Election day (no classes)

### **Friday, November 8**

Last day to register for Pass/No Pass option



**Wednesday, November 27 – Friday, November 29**

Thanksgiving break (no classes)

**Monday, December 2**

Classes resume

**Friday, December 6**

Last day of classes/Last day to drop a course with a "W" grade

**Saturday, December 7 – Sunday, December 8**

Reading days

**Monday, December 9 – Friday, December 13**

Final exams

**Friday, December 13**

End of term

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**Spring Semester 2025**

**Monday, January 13**

Classes begin

**Monday, January 20**

Dr. Martin Luther King, Jr. Day (no classes)

**Monday, January 20**

Last day to add or drop a class

**Monday, March 10 – Friday, March 14**

Spring break (no classes)

**Monday, March 17**

Classes resume

**Tuesday, March 25**

Registration begins

**Friday, April 4**

Last day to register for Pass/No Pass option

**Tuesday, April 8**

Student Symposium (no classes)

**Tuesday, April 29**

Last Day of Classes/Last day to drop a course with a "W" grade

**Wednesday, April 30**

Reading day

**Thursday, May 1 – Friday, May 2**

Final exams

**Saturday, May 3 – Sunday, May 4**

Reading days

**Monday, May 5 – Wednesday, May 7**

Final exams

**Wednesday, May 7**

End of term

**Saturday, May 10**

Commencement

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**Summer 2025**

[Learn more about the Summer Session at Lake Forest College.](#)

May Term

**Tuesday, May 13**

Classes begin

**Thursday, May 15**

Last day to add or drop a class

**Friday, May 23**

Last day to register for Pass/No Pass option

**Monday, May 26**

Memorial Day (no classes)

**Tuesday, May 27**

Classes resume

**Thursday, June 5**

Last day of classes/Last day to drop a course with a "W" grade

**Friday, June 6**

Final exams/End of session

June Term

**Monday, June 9**

Classes begin

**Wednesday, June 11**

Last day to add or drop a class

**Thursday, June 19**

Juneteenth (no classes)

**Friday, June 20**

Last day to register for Pass/No Pass option

**Wednesday, July 2**

Last day of classes/Last day to drop a course with a "W" grade

**Thursday, July 3**

Final exams/End of session

July Term

**Monday, July 7**

Classes begin

**Wednesday, July 9**

Last day to add or drop a class

**Thursday, July 17**

Last day to register for Pass/No Pass option

**Wednesday, July 30**

Last Day of Classes/Last day to drop a course with a "W" grade

**Thursday, July 31**

Final exams/End of session

# Admission

## Let's get started

### *Step 1. Submit your application*

- [Common Application](#) for first-year and transfer students
- Our own [Application for First-Year Students](#)
- Our own [Application for Transfer Students](#)

### ***Nursing Pathways Program Applicants***

Students planning to apply to the Lake Forest College and Rosalind Franklin University's Nursing Pathways Program will need to complete a supplemental application as well as submit an additional letter of recommendation speaking to their interests in a career in nursing. The supplemental application will automatically be emailed to a student upon submitting their application to Lake Forest and selecting an RFU pathway on their application.

### **First-Year Student Admissions Deadlines**

<b>Application Round</b>	<b>Apply By</b>	<b>Notified By</b>
Early Action/Early Decision I	November 1	December 15
Early Action/Early Decision II	January 15	February 1
Regular Decision	February 15	April 1

## Transfer Student Admissions Deadlines

Start Term	Apply By
Fall	August 1
Spring	January 1

## International Student Admissions Deadlines

Start Term	Apply By
Fall First Year	February 15
Fall Transfer	June 1
Spring	November 1

**Visiting Students:** You must use this [application](#) to audit a class or this [application](#) to take a class for credit. Explore our [Visiting Students](#) page for more information.

## *Step 2. Complete your application*

We need the following to make an admission decision:

### **First-Year Students**

- High School/Secondary School Transcript
- One Teacher or Counselor Recommendation
- Interview (highly recommended)
- Standardized Test Scores (optional\*)

[Click here for more information about first-year application requirements.](#)

### **Transfer Students**

- Official transcripts from all colleges and universities attended
- Official High School/Secondary School Transcript
- One Professor Recommendation (Transfers with less than 30 college semester hours may submit a secondary school teacher recommendation)
- Interview (required)
- Standardized Test Scores (optional\*)

[Click here for more information about transfer application requirements.](#)

### **Visiting Students – Non-Degree**

#### **Submit Materials**

You may submit your materials any of the following ways. Materials can be submitted at any time during the application process.

Mail to:  
Lake Forest College  
Office of Admissions

555 N Sheridan Rd  
Lake Forest, IL 60045

Fax to: 847-735-6271

Email to: [admissions@lakeforest.edu](mailto:admissions@lakeforest.edu)

### *Step 3. Stay connected*

- You can check the status of your application and supplemental materials [here](#).
- If you any questions, you can reach out to your counselor at any point in the process. Find your assigned counselor [here](#).

\*Planning on applying test optional?

You may choose not to submit your scores as part of our test-optional admissions policy. **If you make use of this opportunity, a personal interview with an admission counselor is required.** This can be done via phone or in person. You can schedule this interview by contacting [admissions@lakeforest.edu](mailto:admissions@lakeforest.edu) or your [admission counselor](#). International students are required to submit SAT, ACT, TOEFL, or IELTS scores unless they are able to prove English proficiency. **Transfer international students who are studying at an English language based institution and have completed a minimum of one semester of college credit are not required to submit test scores.** Transfer students are required to interview whether or not they submit test scores.

### **Nondiscriminatory Policy**



# First-Year Students

## **Application**

First-year students can apply for free using the [Lake Forest First-Year Application](#) or the [Common Application](#).

## **High School Transcript**

Most students applying to the College have taken a college preparatory curriculum including honors, AP, and IB courses. We look at your transcript within the context of your high school, knowing that all schools offer different academic programs. You can receive college credit for both AP and IB classes based on exam scores. Learn more about these below.

Our minimum requirements are:

- 4 years of English
- 3 or more years of mathematics (minimum requirement is through algebra II/trigonometry)
- 3 or more years of natural science, including 2 years with laboratory sections
- 3 or more years of social science
- 2 or more years of a foreign language (recommended, but not required)

## **Letter of Recommendation**

We require a letter of recommendation from a teacher and/or a college counselor. Though not required, you may also submit one additional reference from an athletic coach, scout leader, community service coordinator, or work supervisor.

## **Interview (highly recommended)**

Almost every applicant is interviewed either on or off-campus, and we truly enjoy getting to know our prospective students. We see the interview as an opportunity to “lift yourself off the page” and get beyond just the statistics and

test scores. You have a counselor specifically assigned to you and should feel free to contact them to set up an interview or ask a question.

## **Standardized Test Scores**

We accept both the ACT (Code: 1054) and the SAT (Code 1392), and take the best sub-scores to compile a composite score. **You may choose not to submit your scores as part of our test-optional admissions policy.** If you make use of this opportunity, you must have a personal interview with an admission counselor. This can be done via phone or in-person and you should take the initiative to set-up this interview as soon as possible. International students are required to submit ACT, SAT, TOEFL, or IELTS scores. Students who ultimately enroll at the College will be asked to submit test scores for advising and College research.

## **Advanced Placement and International Baccalaureate Scores**

### **Advanced Placement**

Students who have successfully completed Advanced Placement courses and the appropriate examinations provided by the College Entrance Examination Board may apply for college credit for this work.

Scores of 4 or 5 on the examinations may entitle students to at least one course credit; scores of 1, 2 or, in most cases, 3, are not granted credit. A score of 4 or better on both the microeconomics and macroeconomics exams is required for one course credit in economics.

Each department determines the specific amount of credit to be awarded. Credit will not be granted for both Advanced Placement and International Baccalaureate program examinations in the same department.

[Advanced Placement Credit Table](#)

### **International Baccalaureate**

Students who have successfully completed International Baccalaureate courses and taken the higher-level examinations provided by the IB Program may apply for college credit for this work.

Grades of 4, 5, 6, or 7 on the examinations entitle students to at least one course credit; grades of 1, 2, and 3 are not granted credit. Each department determines the specific amount of credit to be awarded. Credit will not be

granted for both Advanced Placement and International Baccalaureate program examinations in the same department.

[International Baccalaureate Credit Table](#)

HYPERLINK "https://www.lakeforest.edu/"

# Homeschool Students

## Here's what we are looking for:

We realize that each homeschool student has chosen a unique path, and as such we evaluate your preparation in a holistic manner. We want to know the experiences and ideas that have shaped your life and how you can translate that to our campus. We also want to know if you see Lake Forest as the right fit for you.

## Your educational plan

Each homeschool student has different goals and priorities. We would like you to submit: (1) a brief description of your goals for homeschooling; (2) a syllabus or detailed description of the courses you have taken, including books or articles used; and (3) a general outline of how your education has been structured, i.e., daily study patterns, experiential learning opportunities, and relevant travel.

In general we expect the following to be structured into your education:

- 4 years of English
- 3 or more years of mathematics (minimum requirement is through algebra II/trigonometry)
- 3 or more years of natural science
- 3 or more years of social science
- 2 or more years of foreign language(s) (recommended, but not required)

These can be through self-guided study, distance learning programs, courses through a local high school, or college courses. We do not require a GED.

## Interview (Required)

As a homeschool student, the interview is a conversation about your preparation for college and your goals, as well as what you value in an education. We see the interview as an opportunity to “lift yourself off the page” and get beyond just the statistics and test scores.

## Letters of recommendation

We require two letters of recommendation. At least one of your

recommendations should be from someone unrelated to you and may include someone who has supervised you in community service, a coach, or extra-curricular activity. Recommendations should address your academic potential and contributions to the community.

### **Standardized test scores**

We accept both the ACT and the SAT, and take the best sub-scores to compile a composite score. Homeschool students are required to submit standardized tests.

- Lake Forest College ACT code: 1054
- Lake Forest College SAT code: 1392

# International Students

## Application Requirements

You may contact your [international admissions counselor](#) who will assist you with the application process and answer any questions you may have. We ask applicants to submit the following materials as part of the application:

### Secondary School Transcript

Most students applying to the College have taken a college preparatory curriculum. We look at your transcript within the context of your high school, knowing that all schools offer different academic programs. You can receive college credit for both AP and IB classes based on exam scores (review our [AP/IB credit score requirements](#) for more information).

### Interview

Interviews are required if you apply test-optional. A member of our admissions team may reach out to you to schedule an interview as a way to evaluate your English proficiency.

Applicants from China are welcome to submit a [Vericant](#) interview. This service provides the opportunity to talk personally with an interviewer in China. The conversation will be recorded and can be reviewed by the Lake Forest Admissions Office.

### Letter of Recommendation

We require a letter of recommendation (in English) from a teacher or a college counselor. While we only require one recommendation, we recommend submitting a letter from both a teacher and a college counselor as it will provide us with a more complete picture of you.

### English Proficiency Testing

Submit one of the following official score reports:

- [TOEFL](#) score with a minimum TOEFL score of 90
- [IELTS](#) score with a minimum 6.5 composite
- [Duolingo English Test \(DET\)](#) score of a minimum 115

## Standardized Test Scores

SAT or ACT scores are optional. We require official scores or a screenshot that can be emailed to your counselor.

Our SAT Code is 1392 and the ACT Code 1054.

## CSS Profile

The [CSS Profile](#) is required for all non-US citizens who would like to be considered for need based aid.

## Application Deadlines

### First-Year Student Admissions Deadlines

Application Round	Apply By	Notified By
Early Action/Early Decision I	November 1	December 15
Early Action/Early Decision II	January 15	February 1
Regular Decision	February 15	April 1

International students that are currently attending school in the U.S. on a F-1 visa can follow the First-Year deadlines and Transfer deadlines in the tables above. International students that do not live in the U.S. and will need a new F-1 visa to study in the U.S. should follow the deadlines below:

Start Term	Apply By
------------	----------

Spring	November 1
Fall First-Year	February 15
Fall Transfer	June 1



# Transfer Students

Submit these required materials to complete your transfer application:

## **Application**

Transfer students may apply for free using the [Lake Forest Transfer Application](#) or the [Transfer Common Application](#).

## **Transcripts**

Submit your official transcripts from all colleges and universities you have attended, as well as your high school transcript. In most cases, you should have a cumulative GPA of at least 3.0 on a 4.0 scale for consideration, but we will also consider students between 2.8 and 3.0 on a holistic basis.

## **Letter of Recommendation**

If you have more than 30 semester hours (44 quarter hours), you are required to submit a letter of recommendation from a professor at your most recent college. If you have completed fewer than 30 semester hours, you may submit a secondary school teacher recommendation.

## **Admissions Appointment**

As a transfer student is required to schedule an admissions appointment. This is a conversation about your goals, as well as what you value in an education. We see the admissions appointment as an opportunity to “lift yourself off the page” and get beyond just the statistics and test scores.

## **Standardized Test Scores**

We accept both the ACT and the SAT, and take the best sub-scores to compile a composite score. International students are required to submit ACT, SAT, TOEFL or IELTS scores. International students who are studying at an English language based institution and have completed a minimum of one semester of college credit are not required to submit test scores. **You may choose not to submit your scores as part of our test-optional admissions policy.**

**Lake Forest College ACT code: 1054**

**Lake Forest College SAT and TOEFL code: 1392**

## **International Transfer Students**

International students are required to submit one test score-either the ACT, SAT, TOEFL or IELTS score. International students who are studying at an English language based institution and have completed a minimum of one semester of college credit are not required to submit test scores. A minimum score of 550 on the paper-based exam, 220 on the computer-based exam or an 83 on the ibt. In lieu of the TOEFL score, international students may submit a minimum score of 6.5 on the IELTS.

### **Eligibility**

You must be eligible to return to your previous institution. Otherwise, you must wait at least six months before we can consider your application. If you have been dismissed from a college or university more than once, you will not be eligible for admission at Lake Forest College.

# Transferring Credits

## Transferring Your Credits

Whether you're coming from a four-year college or a community college, we'll work with you one-on-one to transfer your college credits to Lake Forest.

### **COVID-19 Semester Passing Grade Transfer Policy**

For an admissible student transferring into the College, the Registrar will accept a transcribed "Passing Grade" (Pass, Credit, Satisfactory, or equivalent) for credit for any transferrable course taken in the COVID-19-affected semester(s). This applies even if the letter grade behind the passing grade may be below a C-.

### **It's Easy to Transfer Credits**

The College is most likely to recognize a course taken at another accredited institution if Lake Forest offers a comparable course. Courses at other accredited institutions that are in the liberal arts tradition, but do not have comparable counterparts at Lake Forest, may also be granted credit. Lake Forest students are required to receive prior approval from the College before taking coursework at other colleges (see below under "Credit for Summer Work at another institution.")

You may transfer a maximum of two years of college coursework (up to a maximum of 16 Lake Forest course credits) to Lake Forest College. All transferable coursework up to the maximum, completed with a C- or better, will be accepted toward fulfillment of the bachelor of arts degree. No courses with D grades may be transferred to the College. Plus and minus grades with the exception of grades of A+ earned at another institution will be recorded on the Lake Forest College transcript, but are not counted in the Lake Forest GPA.

If you are a recipient of an associate of arts (AA) or associate of science (AS) degree in an applicable liberal-arts field from an accredited community college, you may be granted full junior standing (16 Lake Forest College credits). All coursework completed in the AA or AS degree must be applicable towards a Lake Forest degree and have received a grade of C- or better to be transferable.

An official transcript from the issuing institution must be given to the Registrar's Office before any academic work done elsewhere may be

accepted for Lake Forest College credit. The Registrar evaluates transcripts and awards transfer course credit; students may appeal decisions to the Academic Appeals Board.

### **How Credits Transfer**

The [Office of the Registrar](#) makes the official evaluation of transfer credit upon acceptance to the College and receipt of a student's enrollment deposit. Once the Registrar has determined how many transfer courses can be counted toward the Lake Forest College degree, you will be assigned class standing as follows: at least 15 Lake Forest credits equates to junior standing, at least 7 Lake Forest credits to sophomore standing, and fewer than 7 credits to first year standing.

Lake Forest College weighs its own courses at four (4) semester hours. Normally, each 15 semester hours of transferrable credit will be considered equivalent to 3.75 course credits at Lake Forest, with each 3 semester credit hour course transferring as 0.75 Lake Forest course credits.

### **International Credits**

Students seeking to transfer in credits from colleges or universities outside the United States will be required to provide any and all course descriptions, syllabi, or other supplementary materials about the courses for review and evaluation by the Registrar's office. Students may be required to have an evaluation done by WES or ECE. Students will work with faculty advisors and department chairs to determine how transfer courses meet major and minor requirements.

### **Reverse Transfer Credit Policy**

Current Lake Forest College students who have transfer credit from a community college but have not earned an associate degree may be eligible for reverse transfer. Students can transfer their Lake Forest College coursework back to their community college for review of the college's associate degree requirements. Students must meet the following requirements to be eligible:

- Have completed a minimum of 15 semester hours at the community college.
- Have completed a minimum of 11.25 Lake Forest College credits (45 semester hours) of eligible coursework at Lake Forest College.

How the process works:

- Lake Forest College will inform you if you meet the eligibility criteria for reverse transfer.
- Fill out the [Reverse Transfer Form](#) and submit it to the registrar's office. This form will be sent, along with your transcript, free of charge for the purposes of reverse transfer.
- Your community college will evaluate your Lake Forest College courses to determine if they will complete your remaining associate degree requirements.
- If you meet the requirements for an associate degree, your community college will inform you and send Lake Forest College an updated transcript.

[Reverse Transfer Form](#)

## How Your Credits Fulfill Our Requirements

The [Office of the Registrar](#) determines which transferred credits apply to the Forester Fundamental Curriculum at the time of your official transcript evaluation. Individual department chairpersons determine if transferred courses meet major requirements.

Below is a brief summary of the FFC requirements. Many courses are designed to fulfill more than one requirement. [View the requirements in more detail](#).

**Students transferring to the College with an Associate of Arts or Associate of Science degree from an Illinois community college will automatically be granted all five of the distribution requirements, which comprise Lake Forest College's lower division general education requirements, as part of our complete [Forester Fundamental Curriculum \(FFC\)](#).**

**The Lake Forest College degree also includes an experiential component, which most students fulfill via a for-credit internship through our Career Advancement Center, though other options are available. The typical Associate's degree transfer student will have about two course credits of additional upper-level FFC requirements to complete outside of their major courses.**

### **1. First Year Studies**

The Forester Fundamental Curriculum begins with the College's First-Year Studies Program. This also includes a writing requirement

### **2. Distribution Requirement**

Students must complete one course in each of five areas: Creative and Performing Arts, Humanities, Natural Sciences, Quantitative Reasoning, and Social Sciences.

### **3. Cultural Diversity Requirement**

Students must complete one course in each of two areas: US Domestic Pluralism and Global Pluralism.

### **4. Skills Requirement**

Students must complete at least one course in each of three areas: Writing Intensive, Speaking Intensive, and Technology Intensive.

### **5. Experiential Learning Requirement**

The goal of this requirement is to ensure that students integrate their traditional classroom learning with experientially-based work. By connecting theory and practice, students develop new skills and extend their knowledge and training to unfamiliar tasks and situations beyond the classroom environment.

The Experiential Learning requirement is fulfilled in two parts: the completion of an appropriate experience or activity and the production of a written reflection.

### **6. Senior Studies Requirement**

A senior studies course, also known as a senior "capstone," is a culminating experience in the student's major. The course emphasizes writing and speaking and encourages integration of the methods and content explored in the major. Senior theses, research projects, and creative projects may also be used to fulfill the senior studies requirement.

## **Illinois Articulation Initiative**

Lake Forest College is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of the completed Illinois General Education Core Curriculum between participating institutions.

Completion of the transferable General Education Core Curriculum at any participating college or university in Illinois assures transferring students with an Associates of Arts or Science that lower-division general education requirements, through the Lake Forest College Forester Fundamental Curriculum (FFC) distribution requirements, have been satisfied. Students are still expected to complete any remaining institution-wide and/or mission-related graduation requirements.

## **Advanced Placement and International Baccalaureate Scores**

### **Advanced Placement**

Students who have successfully completed Advanced Placement courses and the appropriate examinations provided by the College Entrance Examination Board may apply for college credit for this work.

Scores of 4 or 5 on the examinations may entitle students to at least one course credit; scores of 1, 2 or, in most cases, 3, are not granted credit. A score of 4 or better on both the microeconomics and macroeconomics exams is required for one course credit in economics.

Each department determines the specific amount of credit to be awarded. Credit will not be granted for both Advanced Placement and International Baccalaureate program examinations in the same department.

[Advanced Placement Credit Table](#)

### **International Baccalaureate**

Students who have successfully completed International Baccalaureate courses and taken the higher-level examinations provided by the IB Program may apply for college credit for this work.

Grades of 4, 5, 6, or 7 on the examinations entitle students to at least one course credit; grades of 1, 2, and 3 are not granted credit. Each department determines the specific amount of credit to be awarded. Credit will not be

granted for both Advanced Placement and International Baccalaureate program examinations in the same department.

[International Baccalaureate Credit Table](#)

### **Scores From This Year**

If the College's registrar has not yet received your AP or IB test and you wish to take a course in that discipline, you should register for the lower-level course in the department in question. For example, if you took the AP Test in Psychology, you should register for Psychology 110. Once we receive your score and determine that it satisfies our criteria, we will notify you so that you may change your schedule and enroll in the higher-level course – after consulting with your advisor, of course.

### **Credit By Examination**

Students may apply to pass a regular course by special examination without prior enrollment. Consent of the instructor and approval of the Dean of the Faculty are required. Where appropriate, the instructor may set requirements in addition to the examination itself. For credit to be awarded, a grade of D– or better must be earned on the examination, but the student's transcript will show only a P (Pass). Special examinations are not allowed for courses that are usually part of pre-college curricula (for example, elementary languages or elementary mathematics) and are not normally allowed in courses previously audited or in which a student was enrolled. Students will be charged for course credits they earn by examination.



# Tuition and Fees

**Fall Semester Statements Due:** August 15

**Spring Semester Statements Due:** January 15

All tuition and fees are due **in full** according to the due dates above unless enrolled in a [Student Accounts Office monthly payment plan](#).

Registration for subsequent semesters will not be permitted if payments are not up-to-date.

*Late payments and returned payments may incur additional fees.*

<b>Tuition and Fees 2024 - 2025</b> Full-time per academic year (3 – 4.5 credits per semester)	<b>Semester</b>	<b>Year</b>
Tuition	\$27,750	\$55,500
Activity fee	\$159	\$318
Health Center fee	\$167	\$334
Recreation and Fitness fee	\$125	\$250
<b>Subtotal</b>	<b>\$28,201</b>	<b>\$56,402</b>
<b>On-Campus Resident Charges</b>		
Standard Room Rate*	\$3,100	\$6,200

Board (all meal plans)	\$3,250	\$6,500
<b>Subtotal</b>	<b>\$6,350</b>	<b>\$12,700</b>
<b>Total Tuition and Charges</b>	<b>\$34,551</b>	<b>\$69,102</b>

**On Campus Meal Plans & Flex Dollars**

Meal Plans	Fall Semester (Meal)	Spring Semester (Meal)	Year	Semester (Boomer Bucks Flex Dollars)
All Access Plan	\$3,250	\$3,250	\$6,500	\$215
15 Meal Plan	\$3,250	\$3,250	\$6,500	\$530
10 Meal Plan	\$3,250	\$3,250	\$6,500	\$980

**Commuter Meal Plans**

Meal Plan	Total Cost (Semester)
50 Meal Block Plan	\$499

25 Meal Block Plan	\$265
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Differential Room Charges

<b>Blackstone, Harlan, Lois, Nollen, Vail, Roberts, McClure and Gregory</b>	<b>Semester</b>	<b>Year</b>
Doubles, Triples, Quads - Standard room*	\$3,100	\$6,200
Singles	\$3,670	\$7,340
Stairwells Singles (RO,MC & GR)	\$3,100	\$6,200
<b>Cleveland-Young, and Deerpath</b>	<b>Semester</b>	<b>Year</b>
Doubles and Triples	\$3,670	\$7,340
Singles	\$3,670	\$7,340
Suite Doubles (Deerpath only)	\$4,235	\$8,470
Suite Singles (Deerpath only)	\$4,235	\$8,470

<b>Moore and Arrive</b>	<b>Semester</b>	<b>Year</b>
All rooms	\$4,235	\$8,470
<b>Campus Apartments</b>	<b>Semester</b>	<b>Year</b>
All rooms	\$3,670	\$7,340

**Other Tuition Charges**

<b>Part-time per academic year (1 - 2 credits per semester)</b>		
Tuition Per Course (exam credit included)		\$6,940
<b>Auditor</b>		
Tuition per course		\$700
<b>Course Overload Tuition</b> <i>(for more than 4 1/2 credits)</i>		

Per half-course credit	\$3,470
Per quarter-course credit	\$1,735
<b>Community Education</b>	
Tuition per course	\$6,940
<b>Degree Candidacy Pending Student</b>	
Tuition per course	\$3,840
Billing deposit	\$200
<b>Dual High School Enrollment</b>	
Tuition per course	\$3,384
<b>Master of Arts in Teaching</b>	

Tuition per course	\$4,220
<b>Post Graduate Teaching Option</b>	
Tuition per course	\$4,220
<b>Masters of Liberal Studies</b>	
Tuition per course	\$3,145
Billing deposit	\$200
<b>Summer Courses</b>	
Tuition per course	\$3,300

**Additional Costs**

<b>Student Health Insurance</b> (mandatory unless waiver is completed and accepted by August 15)	
Full year (12 months)	\$2,075
<b>Orientation Fee</b>	\$200

<b>Senior Dues</b>	\$100
<b>Music Lessons</b> (per hour)	\$58

## Description of Fees

### **Deposit**

A \$200 deposit is required of all new students. This amount will be refundable only after the student withdraws or graduates from the College, net any outstanding debts owed to the College. If the student does not enroll in courses, the \$200 is forfeited.

### **Course Overload Charge**

Students who are registered for an on-campus course load in excess of 4.5 credits in a given semester will be charged for the additional credits or fractions of credits.

Students enrolled in Music 107, 108, 109, and 110 will be exempt from the quarter credit overload charge, if approved by the Music Department.

Students who received Dean's List distinction at Lake Forest College during the previous year may take one extra course during the following year without charge, subject to certain limitations.

### **Activity Fee**

The College collects an activity fee of \$159 per semester assessed by student government for its use. All resident and nonresident undergraduate students are charged the activity fee, which is mandatory and nonrefundable.

### **Health Center Fee**

On-campus health services are provided for all resident and nonresident undergraduate students in a degree program, excluding Degree Candidacy Pending students. The \$167 per semester fee is mandatory and nonrefundable.

## **Recreation and Fitness Fee**

The Recreation Fee is a mandatory, nonrefundable fee of \$125 per semester that is charged to all Lake Forest College students.

## **Financial Policies**

### **Normal Course Load**

A normal, full-time course load for undergraduate students is four courses, but any combination of courses ranging from **3 to 4.5** credits is regarded as full-time and the regular full-time tuition applies. There are no refunds for course load changes within this range of credits. Any reduction below three credits must be approved by the Office of Campus Life.

Undergraduate students registering for fewer than three credits per term with the permission of the Office of Campus Life will be charged at the per-course rate. The per-course rate will also apply for special students who are not degree candidates or whose degree candidacy is pending for fewer than three credits.

### **Interest Charges, Late Fees, and Collection Costs**

Accounts not paid in full by the due date will be assessed a late fee of \$100.00. The College reserves the right to cancel the registration for students whose accounts are not paid in full or on time. All payment arrangements will be subject to a payment plan fee.

Delinquent accounts will be assessed a late fee each month of \$25.00. Unpaid balances may be turned over to a collection agency and subject to collection costs of up to 30% as permitted by law.



# Financial Policies

All tuition and fees are due August 15th (Fall) or January 15th (Spring) unless enrolled in a monthly payment plan. Registration for subsequent semesters will not be permitted if payments are not kept up-to-date.

Diplomas and official transcripts are withheld from students and alumni who have not met their financial obligations to the College. The College also reserves the right to cancel registration and evict students from residence halls and the board plan if their accounts are in arrears and to exclude a student with significant financial obligations to the College from participating in graduation ceremonies.

## *Billing and payment procedures*

Semester billing statements are made available online via the [my.lakeforest.edu](http://my.lakeforest.edu) portal and are only mailed to the home address if requested. Family members must be enrolled in the Parent Portal in order to receive information from the Business Office.

## *Payment Plan*

To pay your student account balance online (student ID# required), log into your Forester Account at [lakeforest.myonplanu.com](http://lakeforest.myonplanu.com). There you can make a one-time payment or establish a payment plan for the balance due on your account.

- **Forester Payment Plan** – Available in 5, 4, or 3-month options all beginning in July
- **Make a One-Time Payment** – eCheck, Credit Card, Wire Transfer (International and Domestic). Please note, debit cards are associated with a bank account number and routing numbers.
- **Wire Transfer** – Multiple options available. Log into your account at [lakeforest.myonplanu.com](http://lakeforest.myonplanu.com) to explore.
- **International Payments** – Multiple options available. Log into your account at [lakeforest.myonplanu.com](http://lakeforest.myonplanu.com) to explore.
- **NOTE:** *Payment made by Automated Clearing House (ACH) will not incur a fee. Service fees for debit/credit card payments are as follows: a 2.85% fee is added to all Domestic (US) card payments,*

*a 3.95% fee is added to all International card payments, and there is a \$3.00 minimum service fee charge.*

**IMPORTANT: Only family members enrolled in the Parent Portal may receive information from the Business Office. If you would like someone else to be able to make payment on your behalf, please add them as an authorized user on [lakeforest.myonplanu.com](http://lakeforest.myonplanu.com).**

#### *Due Dates and Fees*

Tuition, room and board, and other student account charges are due each semester for all students, including those who have received permission to return late according to the schedule below:

**Fall Semester:** August 15th

**Spring Semester:** January 15th

A late fee of \$100 will be applied to any student account with an outstanding balance as of the following business day after the payment due date.

All students must have their account in good standing to register for subsequent semesters, receive transcripts or diplomas.

#### *Interest charges, late fees, and collection costs*

Accounts not paid in full by the due date will be assessed a late fee of \$100.00. The College reserves the right to cancel the registration for students whose accounts are not paid in full or on time. All payment arrangements will be subject to a payment plan fee.

Delinquent accounts will be assessed a late fee each month of \$25.00. Unpaid balances may be turned over to a collection agency and subject to collection costs of up to 30% as permitted by law.

#### *Matriculation deposits*

When students leave the College, whether by withdrawal or graduation, the Business Office will return the matriculation deposit by check, net of any charges left on the account, to the student at the home address.

- The Business Office must be officially notified of the withdrawal by the Office of Student Affairs before this can happen. All withdrawals from the College are processed through the Dean of Students.
- Deposits for graduates are returned at the end of May.

#### *Normal course load*

A normal, full-time course load for undergraduate students is four courses, but any combination of courses ranging from **3 to 4.5** credits is regarded as full-time and the regular full-time tuition applies. There are no refunds for course load changes within this range of credits. Any reduction below three credits must be approved by the Office of Campus Life.

Undergraduate students registering for fewer than three credits per term with the permission of the Office of Campus Life will be charged at the per-course rate. The per-course rate will also apply for special students who are not degree candidates or whose degree candidacy is pending for fewer than three credits.

#### *Course overload charge*

Students who are registered for an on-campus course load in excess of **4.5** credits in a given semester will be charged for the additional credits or fractions of credits.

Students enrolled in Music 107, 108, 109, and 110 will be exempt from the quarter credit overload charge, if approved by the Music Department.

Students who received Dean's List distinction at Lake Forest College during the previous year may take one extra course during the following year without charge, subject to certain limitations.

#### *Bookstore vouchers*

There are two situations in which you can charge books and supplies on your tuition account.

- The first is when there will be an anticipated refund due to you after all payments and financial aid is applied. This type of voucher is administered by the Business Office.
- The second type of voucher is given by the Financial Aid Office and is dependent upon financial need.

#### *Other charges and fines*

Students studying abroad will be charged applicable fees as determined by the individual program. See the Director of Off-Campus Programs for the current per-program tuition rate. Regular refund policies apply to study-abroad programs. There is a non-refundable administrative fee of \$500 for students who are applying their financial aid to a program through a consortium agreement, in addition to any program fee or deposit required by the selected program.

Students will not be charged a fee for credit by examination (for a subject that is not covered by advanced placement tests) if such credit is established during the fall term of the first year.

Students will be billed for bookstore charges, library fines, on-campus traffic violations, and any damage they may cause to College property.

A student who changes residential status from resident to nonresident for fall semester, and notifies the Office of Campus Life on or after June 1 and before July 1, will be charged \$500. Students notifying the Office of Campus Life on or after July 1 will be charged \$750. For a change of residency status after the first day of fall classes, per diem charges for room and board will be applied to the student's account in addition to the fine. See the Office of Residence Life for more information.

#### *VA Pending Payment Compliance*

In accordance with Title 38 US Code 3679(c), the College adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 GI Bill® (Ch.33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from VA.

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.*

**The College will not:**

- Prevent the student's enrollment.
- Assess a late penalty fee to the student.
- Require the student to secure alternative or additional funding.
- Deny the student access to any resource (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

**However, to qualify for this provision, such student may be required to:**

- Produce the VA Certification of Eligibility (COE) by the first day of class.
- Provide a written request to be certified.
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

# Refunds

Refunds can occur for a variety of reasons. Here you can learn more about the Student Accounts refund policies for overpayments, withdrawals, and reduction in charges.

## Refund of Over-Payments

Sometimes a student overpays on his/her account, usually through the receipt of loan funds needed for living expenses or books. In accordance with federal regulations, if the refund is created entirely by federal funds (title iv funds), then the school will process the refund within the time limits of federal law. Otherwise, refunds will be processed after the add/drop date.

### Refund Policy

- Refunds are issued in the name of the student and mailed to the home address in most cases. You must notify us if this should be handled differently.
- Refunds for students on off-campus programs can be directly deposited into a bank account if the student makes arrangements with the Student Accounts Office.
- Deposits are refunded only if admission is denied or a class is closed or cancelled.

### Paymerang

Refunds are disbursed by Paymerang, the College's accounts payable service, using an electronic check or direct deposit (ACH). Students receive an ACH enrollment email from [notifications@paymerang.com](mailto:notifications@paymerang.com) early in the semester. If a student has not signed up for ACH, they will receive an eCheck from [app@echecks.com](mailto:app@echecks.com) (this is NOT spam) in their Lake Forest College email account. Students will need to check their inbox and spam folders to find the eCheck from [app@echecks.com](mailto:app@echecks.com). Information on how to retrieve an eCheck can be found [here](#).

## Withdrawals During the Semester

The schedule of reduced tuition and fees applies if a student completely withdraws from all courses during the semester. The date of withdrawal is determined by the Office of Campus Life based on last day of attendance (for tuition) and date moved out of housing (room and board). **All withdrawals**

**from the College must be reported through the Office of Campus Life. Refunds are not issued for withdrawing from individual courses.**

*Refunds will not be issued for dismissal, suspension, or expulsion from the College and no room refunds for removal from campus housing due to judicial sanction.*

The Business Office will process any funds due after being notified by the Office of Campus Life and after the Financial Aid Office reviews grant and loan eligibility. Please be aware that scholarships, loans, and grants may not follow the same refund percentages as the College; you should contact the Financial Aid Office for that information. Financial aid recipients who withdraw from the College after registration but still within a refund period are subject to the College’s refund policy and federal regulations. The Financial Aid Office and the Business Office will jointly determine the appropriate resulting charges and financial aid.

<b>First Semester</b>	<b>Second Semester</b>	<b>Refund</b>
<i>On or before:</i>		
August 30, 2024	January 24, 2025	90%
September 6, 2024	January 31, 2025	80%
September 13, 2024	February 7, 2025	70%

September 20, 2024	February 14, 2025	60%
September 27, 2024	February 21, 2025	50%
October 4, 2024	February 28, 2025	40%
<i>After:</i>		
October 4, 2024	February 28, 2025	0%

*Room and board charges are refunded on a per diem basis up to and including the final date listed on the of Refund Schedule. No refunds will be issued for room or board once 60% of the semester has been completed.*



# Summer Tuition and Policies

## Tuition

Summer Session tuition for 2024 is \$3,300 per course or \$2,300 per internship. Each Lake Forest College course is equivalent to 4.0 semester hours.

[Lake Forest College students](#) behind on credits are eligible to take a course at \$700. [Lake Forest College students](#) and [visiting students](#) are also eligible for a need-based financial grant.

Tuition is \$3,300 per four-credit course for [advanced high school students](#). Summer merit-based scholarships are available in award amounts up to \$2,300, bringing tuition for award recipients to \$1,000.

## Registration Deposit

Note: a \$100 deposit is required for [visiting college student](#) and [advanced high school student](#) course registration, with deadlines for each term.

- May Term: May 14 - June 7, 2024 (deposit due May 1)
- June Term: June 10 - July 3, 2024 (deposit due May 28)
- July Term: July 8 - August 1, 2024 (deposit due by June 26)

Deposits are refunded if admission is denied or a class is closed or canceled. The remaining tuition balance is due on August 1.

Lake Forest College students are not required to make this deposit.

Lake Forest College reserves the right to cancel courses for which there is insufficient enrollment. In some instances, students may have the option to work with an instructor in an independent study or tutorial should a course have insufficient enrollment.

## Refunds

**No-show policy:** Students who enroll in summer sessions courses and fail to show up for the course, without officially withdrawing either forfeit their deposit or are charged a \$100 processing fee.

Students who withdraw before the start of the course are not charged tuition or a processing fee.

**Advance withdrawal with notice policy:** Students who attend their selected course and choose to withdraw before the end of the change in registration period (Add/Drop date) will receive a full refund or reversal of their tuition.

Non-lake Forest College students in this situation will also have their \$100 registration fee returned.

**Withdrawal after add/drop period policy:** No refunds will be issued for any students that make a change in registration after 4:30 p.m. on the last day of Add/Drop for each term.

In addition to the cost of tuition, students living on campus have a separate charge for housing and meals (“room and board”). See our [Residence Life](#) page for details.

# Financial Aid

Both the College and the federal government believe that each family should contribute what they can toward college costs.

This amount is often referred to as the “expected family contribution” (EFC) and is determined by completing the Free Application for Federal Student Aid (FAFSA). *This EFC is not a literal figure*, so it does not reflect the amount you will actually need to pay.

If your family believes it needs help in paying college costs, you should complete the [Free Application for Federal Student Aid or “FAFSA.”](#) *The “EFC” (estimated family contribution) determined by the FAFSA is not a literal figure and does not reflect the amount you/your family will actually need to pay.*

Cost of School - Family Contribution = Financial Need

Need-based financial aid is available in three categories, described below. Other details are found by clicking the link.

- [Grants](#) - “Free money” that does not have to be repaid
- [Loans](#) - Money borrowed by the student or parent, repaid over several years
- [Work-Study](#) - Money earned by working part-time during the year, usually on campus

# Policies

Recipients of financial aid are responsible for reading and understanding these policies, including the requirements connected with scholarships, grants, loans and work-study.

Acceptance of your aid signifies that you have read and understood the obligations and responsibilities as described on this Guide. Please contact the [Office of Financial Aid](#) if you have any questions.

1. You do not need to sign and return your *Award Letter*. We assume you are accepting all funds. As noted above, accepting the aid is an indication that you accept the terms and conditions under which the aid is offered. If you are accepting some but not all of the funds offered, please draw a line through each source you do not want, place your initial to the right, and return one copy to the Office of Financial Aid.
2. If you asked us to consider any “special circumstances” (ex: income change, healthcare costs, educational expenses, etc.) or if you made an appeal for additional financial aid, and if you received additional need-based grant funds as a result, you will be expected to use all federal student loans offered. If you do not, we reserve the right to reduce the grants back to the amount you would have normally received without the appeal.
3. You must report all financial aid awards received from sources outside of the College. The ability to secure such assistance is always advantageous, even though it may affect existing financial aid (including but not limited to work-study, student loans, Lake Forest College Grant, Founders Grant). The new total of all grant and scholarship funds will at least equal the amount of grant assistance provided by the College alone.
4. Continued eligibility for financial aid is dependent on maintaining “[Satisfactory Academic Progress](#)” or SAP. At the end of every semester you must achieve and maintain a cumulative grade point average (GPA) of a least 2.00 and must complete at least 67% of all classes attempted. If you do not meet SAP standards you will be placed on “financial aid warning” for one semester, but will continue to receive financial aid. If you do not meet these standards after the semester of warning status, you will be placed on “financial aid suspension” and will not be eligible to receive financial aid until you meet SAP standards. If extenuating circumstances have kept you from making satisfactory progress, you may appeal your “Financial

Aid Suspension.” The appeal must include an academic plan (approved by the advisor) on how you plan to meet this standard within a reasonable time-frame. If you appeal and are granted an extension of the aid, you will be placed on Financial Aid Probation, on a semester-by-semester basis.

5. Financial aid awards at the College are made for a one-year period. If you continue to show financial need, make [Satisfactory Academic Progress](#), and complete the renewal applications by the annual deadline, you can expect your financial aid to continue at a similar level each year. Scholarship recipients must meet the individual renewal requirements.
6. To receive the FORESTER FLAGSHIP GRANT each year, you must remain eligible for the Federal Pell Grant and Illinois MAP Grant, and continue to live on campus.
7. Unless noted otherwise, the financial aid you have been offered assumes enrollment as a full-time student. If you plan to be enrolled less than full-time, notify us immediately, as your aid will prorated.
8. The maximum timeframe to receive your financial aid is, for an undergraduate program measured in credit hours, a period no longer than 150 percent of the published length of the program. That means, for most students enrolled in a full-time, four-year degree program eight semesters long), **12 semesters** is the maximum length of time to receive federal aid. Scholarships and Grants provided by the College will normally continue for the length of time required to complete your first bachelor’s degree, up to **six years** of full-time study.
9. If you withdraw from the College during the semester, you are subject to the [College’s refund policy](#) and federal guidelines. If you received federal funds and withdraw before completing 60% of the term, federal guidelines require that we review your eligibility for those funds. We must apply a federally-mandated formula called [“Return of Title IV Aid”](#) to determine how much of the federal funding you are allowed to retain. The Business Office will also determine the resulting charges for which you will be billed.
10. There are a number of endowed and annual scholarship funds the College administers for which you may be eligible. If selected, the scholarship will replace part of your need-based grant aid provided

by the College. Scholars are usually selected and notified early in the fall semester.

11. You may have charges other than tuition, fees, room and board billed to you from the College or charges from a previous school year. If so, we assume you give the College permission to credit your Title IV assistance toward these charges, if necessary. You may rescind your permission at any time.
12. You must submit all required application materials and supporting documents to the Office of Financial Aid before all financial aid will appear on your billing statement. Examples include Loan Master Promissory Notes, Entrance Counseling, tax returns and verification worksheet (if requested), etc. Failure to submit requested information may result in the loss of funding from one or more programs. Please contact the Office of Financial Aid to find out if you have completed all the steps necessary to secure funding for you. Enrolled students are able to view their status on [my.lakeforest.edu](http://my.lakeforest.edu).

# Grants

A grant is usually awarded based on “financial need” and does not need to be repaid. Grants come from several sources including the College, some states, and the federal government. Grants listed below are the most common programs available to U.S. citizens and permanent residents.

To apply for a grant, you must complete the [Free Application for Federal Student Aid \(FAFSA\)](#) each year. Follow the appropriate link for information for students from Canada and other foreign countries.

## **Lake Forest College Grant**

This grant, provided directly from the College, is available only to full-time students. Most students who qualify for financial aid can expect a substantial amount of their need to be met by a Lake Forest College Grant. While most eligible students receive grants ranging from \$5,000 - \$10,000 for a year, grants of varying amounts are made based on your individual circumstances, application and eligibility.

## **Lake Forest Founders Grant**

This grant is awarded to students who show “financial need” as determined by the College.

## **Lake Forest Visit Grant**

This grant is awarded to select students who visit campus.

## **Federal Pell Grant**

This federal grant is awarded to both full- and part-time U.S. citizens and permanent residents with exceptional financial need. For the 2023-2024 academic year, full-year awards range from \$767 - \$7395.

## **Federal Supplemental Educational Opportunity Grant (FSEOG)**

This federal grant is awarded to students with exceptional financial need, with most awards going to students who are Pell Grant recipients. At Lake Forest, most awards are in the amount of \$1,000 for a year.

## **2024-2025 Illinois Monetary Award Program (MAP) Grant**

### **Award Notification Details**

## **2023-2024 Illinois Monetary Award Program (MAP) Grant**

### **MAP Rights and Responsibilities**

By applying for financial aid and agreeing to share that information with the Illinois Student Assistance Commission (ISAC) you have been considered for the State of Illinois (IL) Monetary Award Program (MAP) Grant. All MAP-approved institutions are required by the State of Illinois to announce MAP Grant awards to students who are enrolled or intending to enroll at their institution. An award amount is included in your financial aid package if you have met the eligibility criteria.

The MAP Grant award amount is an estimate made by the financial aid office and is identified as a "State of IL MAP Grant (Est)". Please be aware that the number of available MAP Grants is limited by funding levels approved by the Illinois General Assembly and the Governor, and reductions to estimated or actual MAP Grants are possible. MAP grants can be applied only toward tuition and mandatory fees.

There are also limitations to how long you can continue to receive a MAP Grant. Usage is tracked by the number of credit hours for which you've received MAP benefits and is referred to as MAP Paid Credit Hours (MPCHs). The maximum number of MPCHs that can be received is 135, which is equivalent to approximately four and a half years of fulltime enrollment. For your reference, and to learn more about MPCH limitations, you may access a record of your MPCHs, as well as other student resources, through the ISAC Student Portal at <https://studentportal.isac.org>.

Eligibility for the need-based MAP Grant award may indicate that you are eligible for assistance with expenses such as food, housing, or child care for dependent children. If you have dependent care expenses, ask the financial aid office about the federal dependent care allowance. For eligibility and application information about the Supplemental Nutrition Assistance Program (SNAP) and the Child Care Assistance Program, contact the Illinois Department of Human Services at 800-843-6154 or [www.dhs.state.il.us](http://www.dhs.state.il.us).



Contact the Illinois Hunger Coalition Hunger Hotline at 800-359-2163 or [www.ilhunger.org](http://www.ilhunger.org).

### **Other State Grant Programs**

There are currently just a few states - Pennsylvania, Rhode Island and Vermont for example- that offer funds which can be used at an out-of-state college/university. If you are a resident of one of these states, and meet the requirements (set by each state) the funds may be used here at Lake Forest. Since the grants are awarded by the states themselves, contact the higher education agency in your home state to learn more.

See the section "**State/Location Specific**" within our [Outside Scholarships page](#).

### **Outside Sources of Funding**

Your ability to secure outside funding is always advantageous. For that reason you are encouraged to apply for national, state, and local grant that you may be eligible to receive. Funds are awarded at various levels by businesses, churches, civic organizations, and foundations. Visit our [outside scholarships](#) webpage page for examples of funding available.

*If you do receive assistance from another source, we may be required to reduce other funds you have been offered.*

Grants and Scholarships from the College *usually* require full-time enrollment, while federal and state grants may also be used for part-time enrollment. They do not need to be repaid, and will appear on your billing statement without further action after confirming your enrollment. College Grants (and most federal and state grants) may be used in the fall and spring semesters, and *may* be used for *many* off-campus programs. An annual application is required. Eligibility continues until graduation requirements have been completed, to a maximum of six years. All Lake Forest College scholarships and grants are restricted to tuition and fees only.

**We make a considerable effort to keep your grant aid at a similar level from one year to the next.** There are, however, many factors which determine eligibility for need-based aid, including: the number of people in your household, the number of household members in college, taxable and untaxed income, and any "special circumstances" you ask us to consider. **Changes in any of these categories from one year to the next may affect the grant aid you receive in subsequent years.**

## Related Links

- [Federal Pell Grant](#)
- [Illinois Grant Programs](#)

# Loans

Educational loans are available from a variety of sources, allowing students and/or parents to borrow funds that can pay some or all college costs.

Loans must be repaid, with interest, usually after graduation. They will appear on your billing statement after your enrollment is confirmed, and you have completed the necessary promissory note and entrance interview.

First-time borrowers will be notified of the application process early in the summer, and do not need to complete anything until that time.

## Loan Types

### **Student Loans**

- [Stafford Loans](#)
- [Private Loans](#)

### **Parent Loans**

- [PLUS Loans](#)

While the “best” loans are federal loans based on financial need, and require the annual completion of the Free Application for Federal Student Aid (FAFSA) there are programs for virtually every family, regardless of income. Many loans do not require repayment while the student is enrolled.

### Interest Rates, 2024–2025 Academic Year

- 6.53% Undergraduate Direct Subsidized and Unsubsidized loans
- 8.08% Direct Unsubsidized Loans for graduate students
- 9.08% Parent PLUS loans for parent and graduate students

These rates are in effect for all Direct Loans with a first disbursement on or after July 1, 2024 and before July 1, 2025, and remain fixed for the life of the loan.

## Interest Rates, general information

Rates are set annually, based on the last auction of the 10-year Treasury Note in May. We normally post the new rates on this page in late May, or early June.

Rates are calculated using a base 10-year Treasury Note Index plus an add-on amount for each loan program—2.05% for Direct Subsidized and Unsubsidized Loans for undergraduate students, 3.60% for Direct Unsubsidized Loans for graduate and professional students, and 4.60% for parent and graduate PLUS.

Under the current interest rate structure, all Direct Loans except Direct Consolidation Loans will be “variable-fixed,” meaning students would receive a new rate with each new loan, but then that rate would be fixed for the life of the loan. There are also **interest rate caps** at 8.25% for Direct Subsidized and Unsubsidized Loans for undergraduate students, 9.50% for Direct Unsubsidized Loans for graduate and professional students; and 10.50% for parent and graduate PLUS.

## Borrow Wisely

- Wise management of your loan will establish a strong credit history.
- Borrow only the funds you need. You are **not** required to borrow the full amount shown on your Award Letter. See [How Much to Borrow?](#)
- If you decide to limit borrowing, consider that - *in most cases* - the most appealing loan is the subsidized Stafford, followed by the unsubsidized Stafford, followed by the Federal PLUS, followed by a private (non-federal) loan.
- If you need to borrow to cover special costs, complete the [Loan Supplement](#) and return it to the Office of Financial Aid.
- If you have to borrow an unsubsidized Stafford Loan, PLUS Loan or private (non-federal) loan, try to make at least interest payment while you are enrolled. What’s even better? Begin repaying principal and interest.
- Keep copies of all loan documents in a single, well-marked folder. This will make them easy to find when questions arise.

To help insure all payments are made on time, consider setting up an automatic debit from your checking or savings account.

# Work-Study

“Work-Study” is simply an opportunity to have a part-time job while going to school. Jobs are in administrative offices, academic departments, the library, the sports center, campus security, and other campus locations.

## **Federal Work-Study**

This need-based program is funded by the government and the College, and is awarded to eligible U.S. citizens and permanent residents. We offer work-study funds to students who live on campus and qualify for the Federal Pell Grant.

## **Lake Forest College Work-Study**

This program is primarily need-based and is funded by the College. It is awarded to international students who qualify and hold proper visa status, and (on a limited basis) to students who do not qualify for federal work-study funds.

## **How much can be earned?**

Students who are eligible under either program are normally offered up to \$2,500 for the year though the amount is not guaranteed. This equates to approximately 14 hours per week, which is the maximum number of weekly hours a student may work. Once a student earns the amount offered, the College reserves the right to end that student’s employment for the year.

Students who have not been offered funds from either program are generally not permitted to work on campus. If all eligible students have been placed in jobs and positions remain open, it is possible for others to be offered employment.

Students are paid by “direct deposit” or check every two weeks, unless different arrangements have been made with the Office of Business Affairs.

## **How do I find an on-campus position?**

A current listing of on-campus jobs is posted on [Handshake](#), the College’s career platform. Students with Work-Study included on their financial aid award letter have priority for all on-campus positions. Search for Lake Forest College as the employer and apply to those you are interested in.

Note that, as a general rule, students are limited to two on-campus positions unless granted authorization from the Business Office. Students must complete employment forms in the Office of Business Affairs before beginning work.

Students are expected to treat their position like any other job. Once a work schedule has been established, students are expected to show up at the agreed-upon times. Students who are unable to work at an assigned time are expected to inform his/her supervisor in advance. Repeated absences and other inappropriate conduct are not acceptable and are grounds for termination.

### **Opportunities for off-campus employment**

Job opportunities exist in the community, although they are not considered “work-study” positions. Lake Forest College students have access to part-time jobs through [QuadJobs](#), a *free* marketplace that connects local families and small businesses with Lake Forest College students seeking part-time employment. Students can find internships in [Handshake](#), Lake Forest’s online career portal and job board.

#### **For questions about the application process or job placement, contact:**

Joanna Norquist

*Payroll Specialist*

847-735-5029

[norquist@lakeforest.edu](mailto:norquist@lakeforest.edu)

#### **For questions about eligibility, contact:**

Mark Anderson

*Associate Director of Financial Aid*

847-735-5010

[anderson@lakeforest.edu](mailto:anderson@lakeforest.edu)

# Scholarships

## Merit-Based Scholarship

**First-Year students entering in Fall 2025:** to get an idea of the scholarship you may be eligible for, see the chart below using your high school GPA (weighted) or your ACT or SAT score.

HS GPA 4.0	HS GPA 100		SAT		ACT		Scholarship Range
4.01 +	100.1 +		1390 +		31 +		\$32,000 \$34,000*
3.75–4.00	95–100		1330–1380		29–30		\$30,000 \$32,000*
3.50–3.74	90–94	OR	1160–1320	OR	24–28		\$28,000 \$30,000*
3.00–3.49	85–89		1030–1150		20–23		\$25,000 \$27,000*
Under 3.0	Under 85		Under 1030		Under 20		Students in this range should contact their admission counselor for questions about scholarship review

This chart uses weighted GPA and applies to all first-year students and transfer students with less than 26 credits, excluding those who are from United World Colleges. \*Visit campus or attend a virtual event to be eligible for the full amount. The Visit Grant accounts for the additional \$2,000 of funds listed above.

<span style="display: inline-block; width: 15px; height: 15px; background-color: #e91e63; border: 1px solid black; margin-right: 5px;"></span> \$32,000	<span style="display: inline-block; width: 15px; height: 15px; background-color: #4caf50; border: 1px solid black; margin-right: 5px;"></span> \$28,000	<span style="display: inline-block; width: 15px; height: 15px; background-color: #00bcd4; border: 1px solid black; margin-right: 5px;"></span> \$25,000
<span style="display: inline-block; width: 15px; height: 15px; background-color: #ff9800; border: 1px solid black; margin-right: 5px;"></span> \$30,000	<span style="display: inline-block; width: 15px; height: 15px; background-color: #003366; border: 1px solid black; margin-right: 5px;"></span> Students in this range should contact their admission counselor for questions about scholarship review.	

*\*Please note that the above grid only applies to first-year students entering the College in Fall 2025 excluding United World Colleges.*

### Not on the grid?

Don't worry! At Lake Forest College, we know that our students are more than just a number. We are searching for interesting, well-rounded students to add to our already diverse community. Your engagement with the College, accomplishments in and out of the classroom, leadership potential, course preparation, and more will be taken into consideration by our holistic review. Don't hesitate to apply!

## **Applying Test-Optional?**

Those students who are applying without submitting their ACT or SAT scores must [schedule an interview with their admission counselor](#) as soon as possible. We believe that this conversation tells more about a student's drive and passion for learning than a standardized exam. Students who apply test-optional will be reviewed for scholarship on an individual basis using our holistic review process.

## **Review Process**

As an institution that is truly diverse in every sense of the word, we at Lake Forest College pride ourselves in our holistic admissions review. Whether you find yourself on the above grid or not, your admissions counselor will review your file for scholarship consideration based on qualities that we know make a successful Forester. Beyond just a GPA or test-score, we are looking for students that want a personalized academic experience, paired with the world-class opportunities that Chicago has to offer.

## **Renewal Requirements**

Academic scholarships from the College are renewed with continued, full-time enrollment and a minimum cumulative GPA of 2.0. Additional requirements can be found on our [Financial Aid for Returning Students page](#).

Forester scholarships (Fine Arts, Carnegie English, etc.) are renewed by the respective department conditional on meeting the specific scholarship requirements. Renewal decisions are made every spring.

## **Fine Arts Scholarships**

The Application Process

### **Steps to complete the Fine Arts Scholarship application**

1. [Apply](#) to Lake Forest College
2. Complete the [Fine Arts Scholarship Application](#)
3. Finalize the application by submitting your audition or portfolio via email or mail

Contact the [Office of Admissions](#) with any questions.

## **Hixon Theater Scholarship**



In order to remain eligible to renew the Hixon Theater Scholarships, students must:

- In the Spring semester of each year, submit a scholarship renewal application to the department chairperson for approval.
- Enroll in at least one Theater Department Class per academic year and participate in at least two department shows in any capacity such as acting, stage crew, dramaturgy, public relations, etc.
- Maintain a minimum GPA of 2.0 and adhere to the participation requirements of the department.

### **Reid Music Scholarship**

In order to remain eligible to renew the Reid Music Scholarship, students must:

- Actively contribute to the music department, and maintain membership in a department ensemble. All scholarships will be evaluated individually by the Music Department every spring to determine renewal of the award.
- Maintain a minimum of a 2.0 GPA.

### **Durand Art Scholarship**

In order to remain eligible to renew the Durand Art Scholarship, students must:

- Complete at least one course in the Art or Art History Department per academic year.
- Attend at least two openings at the Sonnenschein and Albright Galleries per semester.
- Take part regularly in other arts-related co-curricular activities throughout the year.
- Maintain a minimum of a 2.0 GPA.

### **Carnegie English Essay Contest**

**If you are applying as a first-year student for the Fall of 2023, and plan to study English either through the literature or creative writing track, we**

**invite you to participate in our annual Carnegie English Essay Contest. Four winners will be awarded \$2,500 annually.**

Do you have a voracious appetite for reading and writing? Does a blank page make your heart race with the endless possibilities for filling it? Submit your essay today for a chance to earn more toward your education.

*Contest Requirements:*

- Submit an essay, between 500 and 1,000 words answering one of the following questions:
  - Why write?
  - Why study English literature?
- You must be admitted as a first-year student to Lake Forest College for the Fall 2023 term to be awarded the annual scholarship.
- You must major in either literature or creative writing track **of the English major**
- The Fall 2023 Submission deadline is March 1, 2023.

This is a chance to showcase your talent and be rewarded for it, so get those creative juices flowing.

[Submit your essay today!](#)

## **Horizon Full-Tuition Scholarship**

We are excited to share a full-tuition scholarship opportunity supported by Horizon Therapeutics plc. This \$500,000 investment has been made to support economically disadvantaged and underrepresented students to further their Liberal Arts and Health Professions education.

### **What is the Horizon Scholarship?**

One Horizon Scholar will receive a four-year, full-tuition academic scholarship to join the Health Professions Program (HPP). In addition, Horizon will assign a mentor to the scholar and provide professional development and networking opportunities.

### **Who is eligible?**

Selection will be limited to economically disadvantaged first-year students entering the College in Fall 2023 with an interest in pursuing a career in the

healthcare field. Preference will be given to underrepresented students from Lake County or greater Chicago.

**How do I apply?**

Students must [apply for admission to Lake Forest](#) and complete a supplemental [Horizon Scholar Program Application](#) by the January 15 admission deadline to be considered. A cohort of admission counselors and faculty members will select the Horizon Scholar. Scholar will be notified in March.

# Satisfactory Academic Progress

Continued eligibility for financial aid is dependent upon maintaining “Satisfactory Academic Progress” (SAP). At the end of every semester you must achieve and maintain a cumulative grade point average (GPA) of a least 2.00 and must complete at least 67% of all classes attempted.

If you do not meet SAP standards you will be placed on “financial aid warning” for one semester, but will continue to receive financial aid. If you do not meet these standards after the semester of warning status, you will be placed on “financial aid suspension” and will not be eligible to receive financial aid until you meet SAP standards.

If extenuating circumstances have kept you from making satisfactory progress, you may appeal your “Financial Aid Suspension.” The appeal must include an academic plan (approved by the advisor) on how you plan to meet this standard within a reasonable time-frame. If you appeal and are granted an extension of the aid, you will be placed on Financial Aid Probation, on a semester-by-semester basis. The appeal form is available from the Office of Financial Aid.

More, detailed information about this policy can be found [here](#).

# Undergraduate Curriculum

## Requirements for the Bachelor's Degree

In order to receive the Bachelor of Arts degree, students are expected to complete 32 credits, fulfill the general education requirements, attain at least a 2.00 overall Lake Forest College grade point average (without rounding up), and complete the requirements of a major. Credit is earned, recorded, and tallied by courses rather than by semester hours.

Normally, a student is expected to fulfill graduation requirements within four years. All students, including transfer students, must fulfill these requirements. While students are encouraged to work closely with their academic advisors and to heed the advice of the Registrar's Office to make sufficient progress to complete degree requirements, students are ultimately responsible for keeping abreast of their degree requirements.

# Academic Advising

A comprehensive advising and guidance program at the College recognizes the need for supportive counseling in all matters related to a college education. Thus, advising takes place in a variety of settings, with more or less formality depending on the circumstances, and at all stages of progress throughout a college career.

New students are assigned a faculty advisor at the outset who assists with overall program planning, course selection, registration, career choices, and any academic difficulties or personal problems as they may arise. First-year students are taught by their advisor in a First-Year Studies seminar during the fall term. These first-year advisors serve in an advisory capacity for the entire first year. During the sophomore year, students may retain their first-year advisor or choose another faculty advisor.

Students must select a major field of study by the end of the sophomore year, and, accordingly, choose an advisor from the faculty members in the relevant department or interdisciplinary major. Faculty advisors in the major assist students in drawing up a program of courses in their major field and other academic areas, and provide necessary guidance throughout students' undergraduate careers.

# Forester Fundamental Curriculum

All students must successfully complete the Forester Fundamental Curriculum (FFC) for graduation. The FFC is intended to ensure that students will receive breadth, as well as depth, in their education while continuing to allow them considerable latitude in designing their individual programs of study. The FFC also includes requirements for cultural diversity, specific skills (writing, speaking, technology), and experiential learning. The requirements are designed to ensure that all students achieve specific [college-wide learning goals](#).

**Faculty:** for more information and detailed guidelines for these tags, visit the [CPC page](#).

**Transfer students:** for more information on how your courses might transfer towards the FFC, visit the [Admissions FFC page](#).

**The FFC consists of six main requirements, and many courses are designed to fulfill more than one requirement.**

## 1. First Year Studies

The Forester Fundamental Curriculum begins with the College's First-Year Studies Program, which was established to create a special, intellectually engaging atmosphere of close interaction between first-year students and their professors. First-Year Studies instructors also serve as the academic advisors for the students in their First-Year Studies (FIYS) course. These courses have as their principal aim the development of basic skills in writing, critical reading, analysis, and oral communication. The FIYS course is required of all students entering the College with fewer than four credits and does not meet any additional FFC requirement.

### First-Year Writing Requirement

The College supports the transition to the College's writing intensive curriculum through First Year Studies (FIYS). Students write frequently in FIYS courses and are provided with substantial feedback on their writing to help them progress. While most students will make sufficient progress as writers in their First Year Studies courses to satisfy the First-Year Writing requirement, some will not satisfy their First-Year Writing requirement via First Year Studies alone. These students will need additional instruction and explicit guidance in writing processes in their second semester and will be

placed on one of two paths towards completion of the First-Year Writing requirement:

- Path 1: Complete College Writing 100 (1.0 credits)
- Path 2: Concurrently complete a Writing-Intensive (1.0 credit course with the W tag) and a supplemental Academic Writing Studio course (0.25 credits)

These two paths are designed to prepare students to meet the expectations of the writing curriculum at the College. Through an assessment process based on their writing practices and products in First Year Studies, students can be required to complete either Path 1 or Path 2 in their second term. These placement decisions are made by the Director of Writing Programs, in collaboration with FIYS professors.

## **2. Distribution Requirement**

Students must complete one course in each of the five areas listed below. Each course must come from a different department or interdisciplinary area (i.e. the requirement must be fulfilled with five courses with five different course prefixes). Courses satisfying this requirement will be tagged with the designation listed below in the course catalog and class schedule.

### **Distribution Requirement Learning Goals**

#### **Distribution Requirement — Course Tag**

- Creative and Performing Arts — CP
- Humanities — H
- Natural Sciences — NS
- Quantitative Reasoning — QR
- Social Sciences — SS

## **3. Cultural Diversity Requirement**

Students must complete one course in each of the two areas listed below. Courses satisfying this requirement will be tagged with the designation listed below in the course catalog and class schedule.



## **Cultural Diversity Requirement Learning Goals**

### **Cultural Diversity Requirement — Course Tag**

- US Domestic Pluralism — DP
- Global Perspectives — GP

## **4. Skills Requirement**

Students must complete at least one course in each of the three component areas. Courses satisfying this requirement will be tagged with the designation listed below in the course catalog and class schedule.

### **Skills Requirement Learning Goals**

#### **Skills Requirement — Course Tag**

- Writing-Intensive — W
- Speaking-Intensive — S
- Technology-Intensive — T

## **5. Experiential Learning Requirement**

The goal of this requirement is to ensure that students integrate their traditional classroom learning with experientially-based work. By connecting theory and practice, students develop new skills and extend their knowledge and training to unfamiliar tasks and situations beyond the classroom environment.

The Experiential Learning requirement is fulfilled in two parts: the completion of an appropriate experience or activity and the production of a written reflection.

### **5a. Activities and Experiences**

The following activities can be used to satisfy the experiential learning requirement. [Each activity links to frequently asked questions.](#)

#### **1. Pre-Approved, Credit-Based Options (minimum of 1 credit)**

- a. Course with an EL tag
- b. Career Advancement Center (CAC) internship program for academic credit (1.0 credit or more)
  - i. You may also complete an internship for academic credit through our Chicago Programs (Lake Forest College In The Loop program during the academic year [fall and/or spring semester]; ACTIVATE program in summer), which also are supported by the CAC.
  - ii. In the summer term, the CAC might allow a student to complete a 0.50 credit internship, which does not completely satisfy the FFC-EL requirement. When fractional credits sum to 1.0 credit, then the FFC-EL requirement will be satisfied (see 1g below for details on combining fractional credits).
- c. Global Engagement Office (GEO) approved off-campus study
- d. Senior thesis
- e. Independent research/creative project
- f. For-credit summer research
- g. Fractional experiential credits that sum to 1.0 credit
  - i. Sample fractional projects: for-credit independent research/creative project, for-credit practicum, for-credit peer teaching, for-credit peer mentoring, for-credit tutoring, 4-week Summer Richter, fractional for-credit internship
  - ii. When the fractional credits sum to 1.0 credit, students work with an academic advisor to review the FFC-EL Fractional Credit Completion Guide and submit the FFC-EL Fractional Credit Completion Form.

## 2. Non-Credit Options that Require Approval (from the FFCIS: Forester Fundamental Curriculum Implementation Subcommittee)

- a. Non-credit experiential project (preferred method; provides pre-approval)
  - i. Use this option to get pre-approval for a project that you have not yet started. Then, when the project is done, submit the completion form (see below).
  - ii. Sample non-credit projects: non-credit internships; non-credit peer teaching; non-credit peer mentoring; non-credit peer tutoring; non-credit research; career-related summer employment; relevant on-campus employment; organization, publicity, senior recital performance.
  - iii. Students work with a faculty project supervisor to propose a non-credit project and attain pre-approval from FFCIS before embarking on the experience ( [see FFC-EL Non-Credit Application Guide](#) and [FFC-EL Non-Credit Application Form](#)).
  - iv. At the conclusion of the project, students work with a faculty member to review the [FFC-EL Non-Credit Completion Guide](#) and submit the [FFC-EL Non-Credit Completion Form](#)).
- b. Retroactive experiential project (unpreferred method; lacks pre-approval)
  - i. Use this option if you did not get pre-approved via 2a above AND your project is already complete. Since the project was not pre-approved, there is a risk that it will not be approved to satisfy the FFC-EL requirement. Whereas 2b is an acceptable method, 2a is preferred because it provides

pre-approval before students embark on the project.

- ii. Sample retroactive (already-completed) projects: non-credit internship; off-campus study (not GEO-approved); independent research/creative project completed before transferring to Lake Forest College; career-related summer employment.
- iii. Occasionally, a student may wish to satisfy the FFC-EL requirement with a combination of non-credit and for-credit experiences (e.g., 80 hours of a non-credit internship + a 0.50 credit practicum project will meet the 150-hour FFC-EL criterion). Option 2b is the best place to document, explain, and reflect upon such combinations of non-credit and for-credit experiences.
- iv. Students work with an academic advisor to propose a project for an already-completed experience. Together, they review the [FFC-EL Retroactive Application Guide](#) and submit the [FFC-EL Retroactive Application Form](#).

### **5b. Written Reflection Guidelines**

Students must submit a written reflection (500-word minimum) that adheres to the following guidelines:

1. Summarize the project and evaluate how it applied skills that you gained in the classroom.
2. Explain how the project added new skills to your competencies.
3. Articulate how you will describe to a prospective employer, graduate school, or other audience the ways in which this experience contributed to and enhanced your education.

Generally, the reflection is submitted to and approved by the supervisor of the experience (e.g., instructor for the EL course, CAC internship supervisor,

GEO director, faculty supervisor, academic advisor etc.). These are stored electronically and will be used in future assessment of the FFC Experiential Learning requirement.

## 6. Senior Studies Requirement

A senior studies course, also known as a senior “capstone,” is a culminating experience in the student’s major. The course emphasizes writing and speaking and encourages integration of the methods and content explored in the major. Students must fulfill this requirement, for which courses are specially designated within their major department. Senior theses, research projects, and creative projects may also be used to fulfill the senior studies requirement if so designated in the major requirements or with permission of the department chairperson. Students who have more than one major must satisfy the senior studies requirement in each of their majors.

## Distribution Requirement: Learning Goals

As a liberal arts institution, the College believes that the depth of specialization that is achieved within a major should be balanced by exposure to a range of knowledge and methods of inquiry, such as that found across the liberal arts. Students will satisfy the distribution requirement by completing one course in each of the five areas listed below. In order to encourage exposure to breadth of content, students must take courses from five different departments or interdisciplinary areas (i.e. the requirement must be fulfilled with five courses with five different course prefixes).

### Creative and Performing Arts (CP)

Upon successful completion of the creative and performing arts requirement, students should be able to:

- Engage imaginatively with an artistic medium, and
- Express creative ideas by producing original work or by reinterpreting artistic work made by others.

### Humanities (H)

Upon successful completion of the humanities requirement, students should be able to:

- Demonstrate an understanding of artistic, historical, intellectual, literary, or religious traditions, and
- Find evidence (textual, artistic, or otherwise), develop arguments from that evidence, and evaluate arguments made by others.

### Natural Sciences (NS)

Upon successful completion of the natural sciences requirement, students should be able to:

- Explain the principles of scientific experimentation or observation, and
- Analyze and interpret evidence acquired through experimentation or observation.

### Quantitative Reasoning (QR)

Upon successful completion of the quantitative reasoning requirement, students should be able to:

- Employ basic notions of arithmetic and coordinate geometry, and
- Frame and solve problems using quantitative principles.

### Social Sciences (SS)

Upon successful completion of the social sciences requirement, students should be able to:

- Identify factors affecting human behavior manifested in either individual actions or social systems, and
- Use evidence to explain the structures and processes of social systems or human behavior.

# Cultural Diversity Requirement: Learning Goals

In order to prepare students to think and act as responsible global citizens in the 21<sup>st</sup> century and in accordance with the College mission statement (“we embrace cultural diversity” and prepare students “to become responsible citizens of the global community”), students are required to complete two courses focused on aspects of cultural diversity: one course that addresses issues of domestic pluralism in the United States and one course that explores global perspectives.

## US Domestic Pluralism (DP)

Upon successful completion of the US Domestic Pluralism requirement, students should be able to:

- Explain how one or more categories of diversity (race, ethnicity, national origin, social class, gender, religion, disability, sexual orientation, gender identity) enhance as well as complicate the U.S. experience, and
- Demonstrate an awareness of how issues of power, position, and privilege impact the history and experiences of groups and individuals in the U.S.

## Global Perspectives (GP)

Upon successful completion of the Global Perspectives requirement, students should be able to:

- Demonstrate an understanding of one or more aspects of the social, political, cultural, economic, or historical context of at least one region of the world outside the United States.

# Skill Requirement: Learning Goals

In order to be competitive in a variety of career fields, students are required to complete coursework that provides instruction and practice in writing, speaking, and the use of digital technology. Students must complete at least one course in each of the three component areas:

## Writing-Intensive Courses (W)

Upon successful completion of the writing-intensive requirement, students should be able to:

- Articulate a written argument clearly and support it coherently.

## Speaking-Intensive Courses (S)

Upon successful completion of the speaking-intensive requirement, students should be able to:

- Compose and deliver effective oral presentations.

## Technology-Intensive Courses (T)

Upon successful completion of the technology-intensive requirement, students should be able to:

- Use some form of digital technology to solve a problem.



# Experiential Learning FAQ

Frequently asked questions regarding the Experiential Learning requirement of the Forester Fundamental Curriculum (FFC-EL requirement)

The sections below are labeled and correspond to individual sections of the [FFC-EL requirement](#).

## 1a. FAQ for a Course with an EL Tag

- **What are the student's responsibilities?**
  - Register for the course.
  - Pass the course.
  - Submit the written reflection to the course instructor by the due date (due on or before the last class day).
- **What are the course instructor's responsibilities?**
  - Assign a due date for the written reflections (due on or before the last class day).
  - Ensure that the written reflections meet the guidelines.
  - Submit the reflections to [FFC\\_reflection@lakeforest.edu](mailto:FFC_reflection@lakeforest.edu) by the end of the final exam period.
  - Assign course grades after the reflections have been received and submitted.
- **How does completion of the FFC-EL requirement get recorded for the FFC audit?**
  - Once the course grade appears on the transcript, then the FFC audit tool will automatically record the FFC-EL requirement as complete.

## 1b. FAQ for Career Advancement Center (CAC) Internship Program for Academic Credit (1.0 credit or more)

- **What are the student's responsibilities?**

- Begin work with the CAC a semester in advance to complete an internship search, secure an internship (if you have not already), and register for the internship program course.
- Complete the internship hours and course assignments in order to pass the internship program course.
- Submit the written reflection to the CAC as part of the final internship portfolio assignment by the due date (i.e., before the Sunday of the last week of the internship).
- **What are the CAC internship supervisor's responsibilities?**
  - Communicate the due date for the written reflections (i.e., before the Sunday of the last week of the internship, as part of the final project).
  - Ensure that the written reflections meet the guidelines.
  - Store the reflections in the CAC archives (i.e., on Moodle and SmartSheet).
  - Assign internship grades after the reflections have been received and submitted.
  - At the conclusion of each academic term, the CAC will send copies of that term's written reflections to [FFC\\_reflection@lakeforest.edu](mailto:FFC_reflection@lakeforest.edu).
- **How does completion of the FFC-EL requirement get recorded for the FFC audit?**
  - Once the internship grade appears on the transcript, then the FFC audit tool will automatically record the FFC-EL requirement as complete.

### **1c. FAQ for Global Engagement Office (GEO) Approved Off-Campus Study**

- **What are the student's responsibilities?**
  - Work with the Global Engagement Office (GEO) director to apply for and enroll in an approved off-campus study program (3-week minimum program length).
  - Complete the approved off-campus program.

- Submit the written reflection to the GEO director by the due date (i.e., within three weeks after your return from the program).
- **What are the GEO director's responsibilities?**
  - Communicate the due date for the written reflections (i.e., within three weeks after the student's return from the program).
  - Ensure that the written reflections meet the guidelines.
  - Store the reflections in the GEO archives (i.e., on V: drive).
  - At the conclusion of each academic term, the GEO director will send copies of the stored written reflections to [FFC\\_reflection@lakeforest.edu](mailto:FFC_reflection@lakeforest.edu).
- **How does completion of the FFC-EL requirement get recorded for the FFC audit?**
  - When the Registrar registers the student for the off-campus program, the Registrar will add EXPR 002 to their transcript.
  - After receiving transcripts from the off-campus programs, the Registrar will assign a RS grade (requirement satisfied) to EXPR 002. Then, the FFC audit tool will automatically record the FFC-EL requirement as complete.

#### 1d. FAQ for Senior Thesis (1.0 credit or more)

- **What are the student's responsibilities?**
  - Secure a senior thesis advisor.
  - Complete the [Thesis Approval Form \(Request for Approval\)](#) and submit to the Registrar.
  - Complete the senior thesis requirements.
  - Submit the written reflection to the senior thesis advisor by the due date (ideally, due on or before the last class day).
- **What are the faculty supervisor's responsibilities?**

- Assign a due date for the written reflection (ideally, due on or before the last class day).
  - Ensure that the written reflection meets the guidelines.
  - Submit the reflection to [FFC\\_reflection@lakeforest.edu](mailto:FFC_reflection@lakeforest.edu) by the end of the final exam period.
  - Assign the senior thesis grade after the reflection has been received and submitted.
- **How does completion of the FFC-EL requirement get recorded for the FFC audit?**
    - Once the senior thesis grade appears on the transcript, then the FFC audit tool will automatically record the FFC-EL requirement as complete.

#### **1e. FAQ for Independent Research/Creative Project (1.0 credit or more)**

- **What are the student's responsibilities?**
  - Secure a faculty member to serve as the project supervisor.
  - Complete either the [Research Project Form \(Request for Approval\)](#) or the [Creative Project Form \(Request for Approval\)](#) and submit to the Registrar.
  - Complete the independent research or creative project requirements.
  - Submit the written reflection to the faculty supervisor by the due date (on or before the last day of class).
- **What are the faculty supervisor's responsibilities?**
  - Assign a due date for the written reflection (due on or before the last class day).
  - Ensure that the written reflection meets the guidelines.
  - Submit the reflection to [FFC\\_reflection@lakeforest.edu](mailto:FFC_reflection@lakeforest.edu) by the end of the final exam period.
  - Assign a grade after the reflection has been received and submitted.

- **How does completion of the FFC-EL requirement get recorded for the FFC audit?**
  - Once the independent research or creative project grade appears on the transcript, then the FFC audit tool will automatically record the FFC-EL requirement as complete.

## **1f. FAQ for For-Credit Summer Research (1.0 credit or more)**

- **What are the student's responsibilities?**
  - Apply for and secure a summer research position (e.g., 8-10 week Richter program, RFU summer scholars program, Lillard summer research).
  - Complete the summer research requirements.
  - For Lake Forest College programs, submit the written reflection to the faculty supervisor by the due date (on or before the Sunday of the last week of the research experience).
  - For the RFU program, submit the written reflection to Co-Director of the LFC-RFU Summer Undergraduate Research Scholars Program via Moodle by the due date (on or before the Sunday of the last week of the research experience).
- **What are the faculty supervisor's or director's responsibilities?**
  - Assign a due date for the written reflection (on or before the Sunday of the last week of the research experience).
  - Ensure that the written reflection meets the guidelines.
  - For Lake Forest College programs, submit the reflection to [FFC\\_reflection@lakeforest.edu](mailto:FFC_reflection@lakeforest.edu) within one week of the conclusion of the research program.
  - For the LFC-RFU Summer Undergraduate Research Scholars Program, store the reflection in the CAC archives (i.e., on Moodle and SmartSheet) and send copies of the stored written reflections to [FFC\\_reflection@lakeforest.edu](mailto:FFC_reflection@lakeforest.edu) within one week of the conclusion of the research program.

- Assign grades for summer research after the reflection has been received and submitted.
- **How does completion of the FFC-EL requirement get recorded for the FFC audit?**
  - When the Registrar registers the student for the summer research program, the Registrar will add a research course code to their transcript (e.g., RSCH 18X, HPPC 490).
  - After grades are reported, the FFC audit tool will automatically record the FFC-EL requirement as complete.

### **1g. FAQ for Fractional Experiential Credits that Sum to 1.0 Credit**

- **What types of fractional experiential credits will qualify?**
  - Some common fractional experiential projects include: for-credit independent research/creative project, for-credit practicum, for-credit peer teaching, for-credit peer mentoring, for-credit tutoring, 4-week Summer Richter, fractional for-credit internship.
- **What are the student's responsibilities?**
  - Meet with academic advisor once the student's fractional experiential credits exceed the 1.0 credit threshold.
  - Review the requirements of the [FFC-EL Fractional Credits Completion Guide](#) with the academic advisor.
  - After the meeting, prepare the written reflection and the list of fractional credits. Share this information with the academic advisor.
  - Once the academic advisor is satisfied with your responses, submit the [FFC-EL Fractional Credits Completion Form](#).
- **What are the academic advisor's responsibilities?**
  - Review the requirements of the [FFC-EL Fractional Credits Completion Guide](#) with the student advisee.
  - Ensure that the written reflection meets the guidelines.

- Ensure that the student properly completes and submits the [FFC-EL Fractional Credits Completion Form](#).
- Approve via the Form Flow
  - Once the student submits via my.lakeforest, the advisor will be prompted for approval. After the advisor approves, the form automatically will be sent to the Registrar for final processing.
  - The Form Flow process will automatically store the written reflection on the V: drive because the reflection is part of the completion form.
  - At the conclusion of each academic term, the Registrar will send copies of the stored written reflections to [FFC\\_reflection@lakeforest.edu](mailto:FFC_reflection@lakeforest.edu).
- **How does completion of the FFC-EL requirement get recorded for the FFC audit?**
  - Once the form reaches the Registrar, the Registrar will manually mark the FFC-EL requirement as complete.

## 2a. FAQ for Non-Credit Experiential Projects

- **When can I use this this option?**
  - If you have not yet started your experiential project, then you can get the project pre-approved to ensure that it will satisfy the FFC-EL requirement.
- **What types of activities will qualify?**
  - Some common non-credit experiential projects include: career-related summer employment; on-campus employment; non-credit internship; non-credit peer teaching; non-credit peer mentoring; non-credit peer tutoring; non-credit research; organization, publicity, senior recital performance
- **How many stages are involved in this process?**
  - The application/approval stage should be completed before the non-credit experiential project begins.

- The completion stage should be completed within two weeks of the conclusion of the non-credit experiential project.
- **What are the student's responsibilities for the application/approval stage?**
  - Review the [FFC-EL Non-Credit Application Guide](#).
  - Select and meet with a potential faculty project supervisor.
  - Prepare responses to the key questions outlined in the guide and share these responses with the faculty project supervisor.
  - When the faculty project supervisor is satisfied with your responses, submit the [FFC-EL Non-Credit Application Form](#)
  - Once submitted, the form will be automatically sent to the faculty project supervisor for approval. Then, it will be sent to the FFCIS Chair for review and feedback or approval.
- **What are the faculty project supervisor's responsibilities for the application/approval stage?**
  - Review the [FFC-EL Non-Credit Application Guide](#) with the student.
  - Review a draft of the student's responses to the prompts in the application guide.
  - Ensure that the student submits the [FFC-EL Non-Credit Application Form](#)
  - Approve via the Form Flow
    - Once the student submits the application via my.lakeforest, the faculty project supervisor will be prompted for approval. Then, the application will be automatically sent to the FFCIS Chair for review and decision (approval, revision, denial).
- **What are the student's responsibilities for the completion stage?**



- Review the requirements of the [FFC-EL Non-Credit Completion Guide](#) with the faculty project supervisor near the end of the non-credit experiential project.
  - Prepare the written reflection along with the other information specified in the guide. Share this information with the faculty project supervisor.
  - When the faculty project supervisor is satisfied with your responses, submit the [FFC-EL Non-Credit Completion Form](#).
- **What are the faculty project supervisor's responsibilities for the completion stage?**
    - Review the [FFC-EL Non-Credit Completion Guide](#) with the student.
    - Ensure that the written reflection meets the guidelines.
    - Ensure that the student submits the [FFC-EL Non-Credit Completion Form](#).
    - Approve via the Form Flow
      - Once the student submits via my.lakeforest, the faculty project supervisor will be prompted for approval. Then, the form automatically will be sent to the Registrar for final processing.
      - The Form Flow process automatically will store the written reflection on the V: drive because the reflection is part of the completion form.
      - At the conclusion of each academic term, the Registrar will send copies of the stored written reflections to [FFC\\_reflection@lakeforest.edu](mailto:FFC_reflection@lakeforest.edu).
- **How does completion of the FFC-EL requirement get recorded for the FFC audit?**
    - After approval of the application, the Registrar registers the student for the non-credit experiential project by adding EXPR 001 to their transcript.
    - After completion of the non-credit experiential project, the Registrar will assign a RS grade (requirement satisfied) to

EXPR 001. Then, the FFC audit tool will automatically record the FFC-EL requirement as complete.

## 2b. FAQ for Retroactive Experiential Projects

- **When can I use this this option?”**
  - If you did not get pre-approved via 2a and your project is already complete, then your only option is to apply retroactively for credit. There is a risk that the project will not be approved, which is why we prefer the pre-approval process in 2a (which you seek before starting the project).
- **What types of activities will qualify?**
  - Sample retroactive (already-completed) projects: non-credit internship; off-campus study (not GEO approved); independent research/creative project completed before transferring to Lake Forest College; career-related summer employment.
- **What are the student’s responsibilities?**
  - Meet with your academic advisor to review the requirements of the [FFC-EL Retroactive Application Guide](#).
  - After the meeting, prepare the answers to the questions on the FFC-EL Retroactive Application Guide (including the written reflection) and share this information with the academic advisor.
  - Once the academic advisor is satisfied with your responses, submit the [FFC-EL Retroactive Application Form](#).
- **What are the academic advisor’s responsibilities?**
  - Review the requirements of the [FFC-EL Retroactive Application Guide](#) with your advisee.
  - Ensure that your advisee properly completes and submits the [FFC-EL Retroactive Application Form](#).
  - Approve via the Form Flow

- Once the student submits the application via my.lakeforest, the academic advisor will be prompted for approval. Then, the application will be automatically sent to the FFCIS Chair for review and feedback or approval.
  - If approved, the Form Flow process will automatically store the written reflection on the V: drive because the reflection is part of the completion form.
  - At the conclusion of each academic term, the Registrar will send copies of the stored written reflections to [FFC\\_reflection@lakeforest.edu](mailto:FFC_reflection@lakeforest.edu).
- **How does completion of the FFC-EL requirement get recorded for the FFC audit?**
    - Once the form is approved by the FFC Chair, it automatically will be sent to the Registrar. The Registrar will manually mark the FFC-EL requirement as complete and note in the student's academic record how this requirement was satisfied.

## College-Wide Learning Goals

We believe that all Lake Forest College graduates should be able to:

- Demonstrate understanding of a broad range of 21<sup>st</sup> century approaches to knowledge production by engaging with key concepts, theories, and methods across the breadth of the liberal arts: Creative and Performing Arts, Humanities, Natural Sciences, Quantitative Reasoning, and Social Sciences.
- Demonstrate a deep understanding of at least one academic field, including its methods of inquiry, technological tools, and traditions of scholarship, through the completion of a major program of study that culminates in a capstone experience integrating content and methods within that field.
- Locate, synthesize, and evaluate multiple and possibly divergent sources of information, thereby demonstrating the ability to think critically.
- Communicate clearly and persuasively when writing and speaking.

- Appreciate differences in social and cultural experience both within the United States and globally.
- Apply knowledge and skills in a purposeful and reflective way to experiences outside the classroom.

# Programs

## Majors

The College maintains majors and minors, which permit depth of study in our departments and interdisciplinary programs.

A major represents significant course work leading to substantial knowledge and competence in a given field. A major includes the culminating senior studies requirement, ordinarily a senior seminar or a senior thesis. At least 8 but no more than 15 courses must be taken in the student's major field, but more than the minimum of 8 may be required.

Some departments/programs offer "tracks" within their major, which represent different specialties within the major (e.g., an English major can complete either the literature track or the writing track). In other words, a track is a version of a major and it is inseparable from the major such that a student must complete a track to complete the major (e.g., there is no "stand alone" English major; that is, students must choose either English: Literature Track or English: Writing Track). The major/track combination appears on the student's transcript.

Presently, the College offers the following major/track combinations:

- Art: Art History Track
- Art: New Media Art and Design Track
- Art: Studio Art Track
- Data Science: Finance and Economics Track
- Data Science: Statistics Track
- Data Science: Computer Science Track
- English: Literature Track
- English: Writing Track

At a minimum, students must complete one major in order to graduate from the College. In all cases, students are expected to declare a major by the end of the sophomore year and to make significant progress toward the completion of that major during the junior year. See below for the full list of majors.

## Minors

A minor entails less course work than a major and is designed to produce basic knowledge and competence in a given field outside of one's major. Therefore, the minor must consist of at least six courses, including four courses that do not double count in the student's major or other minor. Minors are optional—students may declare a minor any time before they graduate but are not required to declare a minor for graduation. The minor appears on the student's transcript. See below for the full list of minors.

## Concentrations

A concentration allows students to augment their major with focused coursework in a complementary field or specialty area (e.g., a student interested in economics can complete either the “stand alone” Economics Major or the student could complete an Economics Major with Finance Concentration).

Concentrations are paired with specific majors, typically require less coursework than minors, and are exempt from double-counting rules. Concentrations are optional—students may complete a given major either with or without a concentration. Declared major-concentration combinations appear on the student's transcript (e.g., Finance Major: Accounting Concentration).

Presently, the College offers the following majors with concentrations:

- Asian Studies with a Language Concentration
- Business with an Accounting Concentration
- Business with a Management Concentration
- Business with a Marketing Concentration
- Economics with a Finance Concentration
- Finance with an Accounting Concentration
- Finance with an Economics Concentration

## Restrictions on Combinations of Majors and Minors

Students may declare up to two majors and one minor or up to one major and two minors. Students declaring a major and a minor must complete course requirements in both major and minor fields.

It is possible for some courses to be counted toward both majors. However, the second major must consist of at least five separate courses, ones that do not double count, and at least three of these five must be at the 300 or 400 level. Students who have more than one major must satisfy the senior studies requirement in each of their majors; a single senior studies credit cannot count towards two majors.

### List of Majors

Majors may be pursued in the following interdisciplinary programs (noted with an asterisk) and departments.

African American Studies \*

American Studies \*

Area Studies \*

Art

Asian Studies \*

Biochemistry and Molecular Biology \*

Biology

Business

Chemistry

Communication

Computer Science

Data Science\*

Economics

Education

English

Environmental Studies

Finance

French

History

International Relations

Latin American and Latinx Studies \*

Mathematics

Music

Music Education

Neuroscience \*

Philosophy  
Physics  
Politics  
Psychology  
Religion  
Self-Designed Major \*  
Sociology and Anthropology  
Spanish  
Theater

*List of Minors*

Students may declare a minor any time before they graduate but are not required to declare a minor for graduation. The minor must consist of at least six courses, including four courses that do not double count in the student's major or other minor. Minors are offered in the following departments and interdisciplinary programs (noted with an asterisk).

African American Studies \*  
American Studies \*  
Area Studies \*  
Art  
Asian Studies \*  
Biology  
Business  
Chemistry  
Chinese  
Cinema Studies \*  
Classical Studies \*  
Communication  
Computer Science  
Data Science\*  
Digital Media Design\*  
Economics  
Education  
Educational Studies \*  
English  
Entrepreneurship and Innovation \*  
Environmental Studies  
Finance  
French



Gender, Sexuality, and Women's Studies \*  
History  
International Relations \*  
Journalism \*  
Latin American Studies \*  
Legal Studies \*  
Mathematics  
Medieval and Renaissance Studies \*  
Museum Studies \*  
Music  
Music Education  
Neuroscience \*  
Philosophy  
Physics  
Politics  
Print and Digital Publishing \*  
Psychology  
Public Policy \*  
Religion  
Social Justice \*  
Sociology and Anthropology  
Spanish  
Theater  
Urban Studies \*

#### *Interdisciplinary Studies*

The College encourages interdisciplinary approaches to knowledge and supports majors and minors that seek to draw connections among traditional academic disciplines. Many of our majors and minors, listed above, cross disciplines.

#### *Self-Designed Major Program*

Some of our strongest students find that no one traditional major fully meets what they want to study. A student interested in psychoneuroimmunology could major in psychology and biology but still might find his needs aren't entirely met with those two departments alone.

Working with a faculty advisor, students accepted into the Self-Designed Major program can develop their own major, culminating in a thesis or creative project. This major is compatible with the pursuit of a second major as well.

The Self-Designed Major emphasizes self-determination for its students. The responsibility for initiative lies with students, beginning with presentation of their case for admission to the program. Second-semester sophomores or first-semester juniors are invited to apply and submit a detailed presentation of their proposal. The Self-Designed Major program takes place during the junior and senior years. Admission is determined by the Self-Designed Major Program Committee.

# Special Course Work

## Independent Study

Independent study, under the guidance and supervision of faculty members, offers challenging opportunities for investigating areas beyond the limits of regular courses. A student may engage in independent study for credit, given the availability and approval of a faculty member knowledgeable in the chosen subject matter.

A total of seven independent study credits, including internships, may count toward graduation. Students are expected to arrange each independent study program before the end of the previous semester. A written proposal signed by the relevant faculty member must be submitted to the Dean of the Faculty for review. Proposal forms are available from the Students tab on [my.lakeforest.edu](http://my.lakeforest.edu). Independent Studies do not have established meeting dates/times. The learning objectives and academic requirements for these courses are determined by the faculty member and the student, with the expectation that the total work completed shall approximate that expected for a regular semester course, except for partial credit tutorials, creative projects, and research projects (see "[Definition of a Lake Forest Credit](#)").

Students may enroll in half credit independent studies (given the availability and approval of a suitable instructor) on the understanding that the independent study will include half of the expected workload of a full credit tutorial, i.e. half of the typical 160 total hours over 14 weeks, plus suitable work completed as a final exam, paper, project, or performance. Students can complete the independent study over the course of the entire semester or over a shorter period, as approved by the instructor.

Students may register for a half credit independent study during the add/drop period using the same process as for a full credit independent study, subject to the approval of the instructor and department chair. If a student wishes to register for a half credit independent study after the end of the add/drop period, the instructor must seek approval on behalf of the student from the Dean of Faculty. Independent studies for other levels of partial credit must be approved by the Dean of Faculty. Instructors must seek this approval on behalf of the student.

The following are the four basic types of independent study: tutorial, creative project, research project, and senior thesis.

### *Tutorial*

A tutorial is a course on a special topic not covered in a regularly offered course. Students meet regularly, usually individually, with their faculty supervisor to discuss the readings and are normally assigned a number of short papers. Recent tutorials have dealt with such topics as advanced Japanese, New Testament Greek, advanced Chinese, mysticism, European industrial revolution, recent bioethical issues, and song writing. Students may take one tutorial a year beginning with the second semester of the first year, for a total of four tutorial credits.

### *Creative Project*

A creative project is an independent course of work, under faculty supervision, in a creative medium such as painting, fiction, sculpture, poetry, photography, or music. Creative project credits are limited in the same way as tutorials (see above tutorial policy); senior projects in studio art may be approved for a maximum of two course credits.

### *Research Project*

A research project is more specialized and usually more advanced than a tutorial, requiring greater independence and originality on the part of the student. Students conduct scholarly research with a view to producing substantial work in the form of a term paper or report. Among recent projects undertaken were studies involving ethical issues on intellectual property, weblogs and their implications concerning cultural values and global business, the U.S. Social Security system, and metastable hydrogen atom collisions. Juniors and seniors are eligible to undertake research projects. A maximum of four research project course credits is allowed toward graduation, no more than two in a semester and no more than three in a year.

### *Practicum Project*

A practicum project consists of a series of structured experiences that allow students to apply knowledge from their previous coursework in an applied setting on campus, under the supervision of a teaching faculty member. A practicum project is distinct from the practicum courses that already exist in the College Catalog (e.g., ENGL 200; EDUC 315; HIST 399; JOUR 200; THTR 200). Some common practicum projects might involve credit-based

work as a peer teacher/mentor/tutor, laboratory technician, research assistant, publication editor, or program director. A practicum project requires a syllabus that details the duties, expectations, learning objectives, and grading criteria of the project. Students do not earn money for completing a practicum project. Students may take a practicum project for 0.25, 0.50, 0.75, or 1 credit, which require 40, 80, 120, or 160 total hours of work, respectively. A maximum of 2 practicum project credits is allowed toward graduation. With respect to the FFC, practicum project credits carry the EL tag (Experiential Learning) and will satisfy the FFC-EL requirement when the number of accumulated EL credits reaches 1 credit.

### *Senior Thesis*

A senior thesis is original scholarly research undertaken in the student's senior year, usually over two terms. The research culminates in a formal written dissertation and oral examination that is evaluated by a faculty committee. Outstanding theses are awarded distinction at graduation. Senior theses may be undertaken for one or two course credits; normally two course credits will not be awarded in the same semester.

# Accelerated Programs

## Accelerated Programs and Affiliations

- [Accounting](#)
- [Engineering](#)
- [International Studies](#)
- [Law](#)
- [DePaul University School of Nursing](#)
- [Rush University College of Nursing](#)
- [Rosalind Franklin University College of Pharmacy](#)
- [Rosalind Franklin University Doctor of Physical Therapy](#)
- [Rosalind Franklin University Doctor of Podiatric Medicine](#)
- [Rosalind Franklin University Physician Assistant Program](#)
- [Rosalind Franklin University Biomedical Sciences Program](#)
- [Rosalind Franklin University Clinical Counseling Program](#)
- [Rosalind Franklin University Doctor of Allopathic Medicine](#)
- [Midwestern University Doctor of Optometry](#)
- [Midwestern University Doctor of Dental Medicine](#)
- [Philosophy](#)
- [Communication](#)

# Accounting

## Mason School of Business's Master of Accounting Program

Lake Forest College students studying accounting have the opportunity to take a fast track into the College of William and Mary's Mason School of Business. In addition to discounted summer programs after junior and senior year, the application fee has been waived and our students are eligible for special scholarships.

The Mason School of Business at the College of William and Mary seeks to recruit and admit candidates to their Master of Accounting (MAcc) program who exhibit high achievement in academics and a strong desire to develop as ethical business leaders. Ideal candidates demonstrate potential to succeed in professional services careers and show a strong work ethic, drive, maturity, integrity and self-awareness.

In a unique partnership, Lake Forest invites its exceptional students to apply for admission (application fee waived) to Mason's one-year MAcc program without providing GMAT scores if they have a GPA of 3.25 or higher.

In addition to those admission benefits, the College of William and Mary offers three students \$10,000 scholarships plus the opportunity to receive additional financial aid.

If a Lake Forest student is accepted into the program, then s/he may choose to participate in the MAcc summer intensive classes (the MAcc "boot camp") as a way to fulfill MAcc prerequisites, either during the summer after her/his junior year or during the summer after her/his senior year. These boot camp classes carry costs additional to the tuition and fees associated with the MAcc program. Specifically, the MAcc program requires seven prerequisite classes, six of which are offered as 3-credit hour classes during their summer boot camp (all but Statistics, which students must take as part of their undergraduate curriculum. It is agreed that all seven of these courses can be satisfied with specific Lake Forest College classes if the student receives a B- or better in that class:

- BUSN 130 Applied Statistics satisfies Statistics
- BUSN 230 Introduction to Accounting satisfies Principles of Accounting

- BUSN 330 Managerial Accounting satisfies Intermediate Cost Accounting
- BUSN 331 Intermediate Accounting satisfies Intermediate Financial Accounting I
- BUSN 332 Auditing satisfies Audit & Internal controls
- BUSN 335 Intermediate Accounting II satisfies Intermediate Financial Accounting II
- BUSN 430 Federal Tax Accounting satisfies Introduction to US Federal Income Tax

While BUSN 333: Cost Accounting is not a prerequisite to attend William and Mary, students are highly recommended to take that course as well.

Students are required to complete any remaining prerequisites during the Mason's summer boot camp program immediately prior to starting the program.



# Engineering

## Dual Degree Engineering Program

Lake Forest cooperates with the [McKelvey School of Engineering at Washington University in St. Louis](#), in a program designed for students who plan to become professional engineers but who also desire a rigorous liberal arts education. With an enhanced background in the social sciences and humanities, the prospective engineer is better prepared to assume the responsibilities of leadership in contemporary society.

The program requires each participating student to complete at least 24 course credits (at least 20 taken at Lake Forest College) before going on to the School of Engineering and Applied Science at Washington University for the final years of study. Admission to the program is at the discretion of Washington University.

Students finishing this program will receive a Bachelor of Arts degree from Lake Forest and a Bachelor of Science degree in engineering from Washington University. The Lake Forest College degree will be a B.A. with no major specified, unless all requirements for the major (including the senior studies requirement) have been met.

There are two possible engineering programs: a **3-2 program**, which typically requires three years at Lake Forest followed by two years at Washington University and results in B.A. and B.S. degrees; or a **3-3 program**, which entails an extra year at Washington University, but culminates in a B.A., B.S., plus a Master's of Science degree in engineering.

The exact selection, combination, and sequence of courses to be taken at Lake Forest College, both in the natural sciences and in the social sciences and humanities, depends on the type of engineering to be pursued at Washington University. While at the College the student must register as a major in mathematics, computer science, or one of the natural sciences. The chairperson of the major department must certify that the student has completed at least three-fourths of the major requirements at the College.

A GPA of 3.25/4.0 or better, both overall and in science and mathematics courses is required for admission to the Dual Degree Program. Applicants with lower GPAs are considered on a case-by-case basis. For further details

regarding requirements, options, and course work at Washington University, students should consult with the program advisor at Lake Forest College.

Early consultation with the program advisor is vital in order to formulate and undertake the most appropriate course schedule. The required core of courses includes the following: Math 110, 111, 210, and 214 (Calculus I & II, Multivariable Calculus, and Differential Equations); Chemistry 115 (Chemistry I); Physics 120, 121 (General Physics I & II); and Computer Science 112 (Computer Science I).

The Biomedical Engineering program requires Chemistry 116 (Chemistry II), Biology 120 (Organismal Biology), and Biology 221 (Cellular and Molecular Biology) in addition to the core courses listed above.

The Chemical Engineering program requires Chemistry 116 (Chemistry II), Chemistry 220 (Organic Chemistry I), and Biology 120 (Organismal Biology), and Biology 221 (Cellular and Molecular Biology) in addition to the core courses.

The Computer Science program requires Computer Science 212 (Computer Science II) in addition to the core courses.

The remaining courses are to be selected from the sciences, humanities, and social sciences at the discretion of the student and the advisor. The FFC requirements must also be completed.

### **Winter Classes**

Take a class at Wash U during winter break! For two weeks in late-December and early-January, campus-based, credit-bearing courses are *offered exclusively to prospective and current Dual Degree students (and at a fraction of regular tuition)*. Learn more about the J-term [here](#).

### **Financial aid and scholarships**

Washington University offers financial aid and scholarship options for those students interested in the dual-degree program. Be sure to [review their website](#) for more information.

# International Relations

## **Get a bachelor's and master's degree in international relations**

Lake Forest College and the Middlebury Institute of International Policy and Management at the Middlebury Institute of International Studies at Monterey are committed to educating and empowering the next generation of public policy professionals who will address critical global issues of the 21st Century.

1. If admitted to the Nonproliferation and Terrorism Studies program at the Institute, Lake Forest College students will be awarded a minimum scholarship of \$10,000 per academic year. Exceptional candidates may receive additional scholarship funds.
2. Students admitted to the Nonproliferation and Terrorism Studies program with accelerated status need complete only 48 credits to earn their Master's degree, instead of the 60 credits normally required. It is preferred that applicants have relevant professional, internship volunteer, or study abroad experience. Applicants are also required to have the endorsement of the relevant Lake Forest College Department Chair.

# Law

Lake Forest College offers joint programs with several reputable law schools that are designed especially for students who want a bachelor's degree and a law degree in six years instead of the usual seven. We call them the "3 + 3 BA/JD programs."

## **Maurice A. Deane School of Law - Hofstra University**

The [Maurice A. Deane School of Law at Hofstra University](#) (Hofstra) and Lake Forest College have established an accelerated admissions program that allows eligible students to complete a Lake Forest College bachelor's degree and a Hofstra law degree in a shorter time period than usual. This arrangement permits a limited number of exceptionally well-qualified students to enter the law school after completing their junior year of undergraduate study at Lake Forest College. Students participating in this accelerated admission program receive a bachelor's degree from Lake Forest College following successful completion of the first year of law school and the law degree (J.D.) from Hofstra after successful completion of the required law school curriculum.

Juniors at Lake Forest College applying for admission to this accelerated admission program must take the Law School Admission Test (LSAT). Hofstra evaluates carefully the quality of the student's academic record, faculty recommendations, and the applicant's LSAT score. Successful applicants for accelerated admission usually have an undergraduate cumulative grade point average and LSAT score at or above the median of college graduates accepted into the regular J.D. program. Those medians have been a 3.21 GPA and a 156 LSAT, however applicants should review current Hofstra data related thereto.

When an applicant's GPA/LSAT profile is at an acceptable level, other qualifications are considered, including extracurricular activities, involvement in cultural or civic affairs, and work experience. Hofstra welcomes applications to this accelerated admission program from qualified students belonging to groups under-represented in the legal profession.

Before entering Hofstra (in other words, by the end of the junior year), accelerated-admission students must complete all requirements of their academic major and earn at least 24 Lake Forest College course credits (96 Hofstra semester credit hours) toward the bachelor's degree. Upon successful completion of two full semesters of law school, a maximum of 32 semester

credit hours (8 more Lake Forest College credits) will be applied as elective credit toward the undergraduate degree.

Students applying for accelerated admission should complete the application process by April 15 of their junior year. Students should contact their pre-law advisor early in the fall semester of sophomore year to discuss the admissions process. At the time of application, students should have completed at least 16 course credits (64 semester credit hours) toward the bachelor's degree.

### **IIT Chicago - Kent College of Law**

[Chicago-Kent College of Law](#) and Lake Forest College have established an accelerated admissions program that allows eligible students to complete a Lake Forest bachelor's degree and a Chicago-Kent law degree in a total of six years, rather than the usual seven.

Under this arrangement, the Chicago-Kent College of Law permits a limited number of exceptionally well-qualified students to enter the Chicago-Kent College of Law after completing their junior year of undergraduate study at Lake Forest College. Students participating in this accelerated degree program receive the bachelor's degree from Lake Forest College following successful completion of the first year of law school and the law degree (J.D.) from Chicago-Kent College of Law after successful completion of the required law school curriculum.

Before entering the Chicago-Kent College of Law (in other words, by the end of the junior year), accelerated degree students must complete all requirements of their academic major and earn at least 24 courses toward the bachelor's degree. Upon successful completion of two full semesters of law school, 8 Lake Forest credits will be applied from Chicago-Kent as elective credit toward the undergraduate degree.

Students should contact their pre-law advisor early in the fall semester of junior year to discuss the admissions process. At the time of application, students should have completed at least 16 courses toward the bachelor's degree.

Juniors at Lake Forest College applying for admission to this accelerated degree program must take the Law School Admission Test (LSAT). The Chicago-Kent College of Law evaluates carefully the quality of the student's academic record, faculty recommendations, and the applicant's LSAT score. Chicago-Kent College of Law welcomes applications to this

accelerated degree program from qualified students belonging to groups under-represented in the legal profession. Accelerated degree students are guaranteed admission to Chicago-Kent College of Law provided they meet the following criteria:

- take the LSAT exam by February of their junior year;
- maintain an undergraduate GPA of 3.25 and obtain an LSAT score that is equivalent to or higher than the median score for the Chicago-Kent entering class OR obtain an LSAT score of at least 154 and maintain an undergraduate GPA of at least 3.60;
- complete a law school application by April 15 of the third undergraduate year;
- fulfill the undergraduate requirements specified by Lake Forest College and complete the required undergraduate courses;
- maintain a record that the law school director of admissions determines to be consistent with the character and fitness requirements of the bar examining authorities.

Students who participate in the program but who do not meet the academic standards for guaranteed admission are invited to apply through the regular competitive application process for admission to Chicago-Kent College of Law after three years of undergraduate study. In addition to GPA and LSAT profiles, other qualifications are considered, including extracurricular activities, involvement in cultural or civic affairs, and work experience.

### **University of Illinois Chicago School of Law**

[UIC Law](#) permits a limited number of well-qualified students to apply and be accepted to UIC Law after completing their junior year of undergraduate study at Lake Forest College.

Students participating in this accelerated admission program receive the bachelor's degree from Lake Forest College following successful completion of the first year of law school and the law degree (J.D.) from UIC Law after successful completion of the required law school curriculum. Accelerated admission to The John Marshall Law School permits completion of the requirements for both degrees in a shorter period of time than is usual.

Juniors at Lake Forest College applying for admission to this accelerated admission program must take the Law School Admission Test (LSAT) or

Graduate Record Exam (GRE). Applicants under this program will be evaluated for admission as part of a competitive, holistic process, which carefully evaluates the quality of the applicant's academic record, letters of recommendation, personal statement, writing sample, work experience, student activities, character and fitness, and LSAT or GRE score. Successful applicants for accelerated admission usually have an LSAT score at or above the median of the last UIC Law fall matriculating class and must have an undergraduate cumulative GPA at least equal to 3.40.

Before entering UIC Law (in other words, by the end of the junior year), accelerated-admission students must complete all requirements of their academic major, the Forester Fundamental Curriculum, and earn at least **24.5** Lake Forest College course credits (98 UIC Law semester hours) toward the bachelor's degree. Upon successful completion of two full semesters of law school, a maximum of 30 more UIC Law semester hours (**7.5** more Lake Forest College credits) will be applied as elective credit toward the undergraduate degree, making 32 Lake Forest College credits, total, i.e., the number needed to complete the BA.

Students applying for accelerated admission should complete the application process by early January of their junior year (for August admission) or mid-October (for January admission). Students should contact their pre-law advisor early in the fall semester of junior year to discuss the admissions process. At the time of application, students should have completed at least **16.5** course credits toward the bachelor's degree.

### **Loyola University School of Law**

[Loyola University \(Chicago\) School of Law](#) and Lake Forest College have established an accelerated admissions program that allows eligible students to complete a Lake Forest bachelor's degree and a Loyola law degree in a total of six years, rather than the usual seven.

Under this arrangement, the Loyola University (Chicago) School of Law permits a limited number of exceptionally well-qualified students to enter after completing their junior year of undergraduate study at Lake Forest College. Students participating in this accelerated admission program receive the bachelor's degree from Lake Forest College following successful completion of the first year of law school and the law degree (J.D.) from Loyola (Chicago) after successful completion of the required law school curriculum.

Before entering the Loyola College of Law (in other words, by the end of the junior year), accelerated-admission students must complete all requirements of their academic major and earn at least 24 course credits toward the bachelor's degree. Upon successful completion of two full semesters of law school, a maximum of 32 Loyola course credits (8 Lake Forest Credits) will be applied as elective credit toward the undergraduate degree.

Students applying for accelerated admission should complete the application process by early January of their junior year. It is preferable for applicants to have taken the LSAT by October of their junior year. Students should contact their pre-law advisor as early as possible in their academic career to discuss the admissions process. At the time of application, students should have completed at least 16 course credits toward the bachelor's degree.

Juniors at Lake Forest College applying for admission to this accelerated program must take the Law School Admission Test (LSAT). Successful applicants for accelerated admission will be expected to have an undergraduate cumulative grade point average and LSAT score at or above the median of college graduates accepted into the regular J.D. program. When an applicant's GPA/LSAT profile is at an acceptable level, other qualifications are considered, including extracurricular activities, involvement in cultural or civic affairs, and work experience. Loyola welcomes applications from qualified students belonging to groups under-represented in the legal profession.

## **Vermont Law School**

[Vermont Law School](#) and Lake Forest College have established an accelerated admissions program that allows eligible students to complete a Lake Forest bachelor's degree and a Vermont Law law degree in a total of six years, rather than the usual seven.

Under this arrangement, Vermont Law School permits a limited number of exceptionally well-qualified students to enter the Vermont Law School after completing their junior year of undergraduate study at Lake Forest College. Students participating in this accelerated admission program receive the bachelor's degree from Lake Forest College following successful completion of the first year of law school and the law degree (J.D.) from Vermont Law School after successful completion of the required law school curriculum.

Before entering Vermont Law School (in other words, by the end of the junior year), accelerated-admission students must complete all requirements of their



academic major and earn at least 24 course credits toward the bachelor's degree. Upon successful completion of two full semesters of law school, a maximum of 32 Vermont course credits (8 Lake Forest credits) will be applied as elective credit toward the undergraduate degree.

Students applying for accelerated admission should complete the application process by February 15 of their junior year. It is preferable for applicants to have taken the LSAT by October of their junior year. Students should contact their pre-law advisor early in the fall semester of sophomore year to discuss the admissions process. At the time of application, students should have completed at least 16 course credits toward the bachelor's degree.

Juniors at Lake Forest College applying for admission to this accelerated admission program must take the Law School Admission Test (LSAT). Vermont Law School evaluates carefully the quality of the student's academic record, faculty recommendations, and the applicant's LSAT score. Successful applicants for accelerated admission usually have an undergraduate cumulative grade point average of 3.50 or higher and LSAT score of 159 or higher. When an applicant's GPA/LSAT profile is at an acceptable level, other qualifications are considered, including extracurricular activities, involvement in cultural or civic affairs, and work experience. Some preference may be given to Lake Forest College majors in Environmental Studies. Vermont Law School welcomes applications to this accelerated admission program from qualified students belonging to groups under-represented in the legal profession.

The applicant's file, from his/her tenure at Lake Forest College and any other academic institution from which credits were earned and/or applied toward the Lake Forest degree, must contain no evidence of character or fitness concerns that would generally disqualify the applicant from admission into Vermont Law School.

# Pre-Health

## Pre-Health Dual Degree Programs and Affiliations

### *Doctor of Allopathic Medicine 3-4 Dual Degree Program at Rosalind Franklin University*

Lake Forest College students may enter this dual degree program, which leads to a Bachelor of Arts (BA) Degree in Biology, or Neuroscience from Lake Forest College and a Doctor of Allopathic Medicine (MD) from Rosalind Franklin University. Students spend three years at Lake Forest College, complete the required prerequisite courses, and obtain their biology or Neuroscience degree at Lake Forest College after completing the first of four years at [RFU College of Allopathic Medicine](#).

To apply to this dual degree pathway, click [here](#).

Contact the Pre-Health Advising chair Professor DebBurman for details at [debburma@lakeforest.edu](mailto:debburma@lakeforest.edu).

### *Doctor of Pharmacy 3-4 Dual Degree Program at Rosalind Franklin University*

Lake Forest College students may enter this dual degree program, which leads to a Bachelor of Arts (BA) Degree in Biology, Neuroscience, or Psychology from Lake Forest College and a Doctor of Pharmacy (PharmD) from Rosalind Franklin University. Students spend three years at Lake Forest College, complete the required prerequisite courses, and obtain their biology degree at Lake Forest College after completing the first of four years at [RFU College of Pharmacy](#).

To apply to this dual degree pathway, click [here](#).

Contact the Pre-Health Advising chair Professor DebBurman for details at [debburma@lakeforest.edu](mailto:debburma@lakeforest.edu).

### *Doctor of Physical Therapy 3-3 Dual Degree Program at Rosalind Franklin University*

Lake Forest College students may enter this dual degree program, which leads to a Bachelor of Arts Degree in Biology or Neuroscience from Lake Forest College and a Doctor of Physical Therapy from Rosalind Franklin

University. Students spend three years at Lake Forest College, completing the required prerequisite courses. They obtain their biology or neuroscience BA degree at Lake Forest College after completing the first of three years in the RFU College of Health Professions [Doctor of Physical Therapy Program](#).

To apply to this dual degree pathway, click [here](#).

Contact the Pre-Health Advising chair Professor DebBurman for details at [debburma@lakeforest.edu](mailto:debburma@lakeforest.edu).

*Doctor of Podiatric Medicine 3-3 Dual Degree Program at Rosalind Franklin University*

Lake Forest College students may enter this dual degree program, which leads to a Bachelor of Arts Degree in Biology or Neuroscience from Lake Forest College and a Doctor of Podiatric Medicine from Rosalind Franklin University. Students spend three years at Lake Forest College, completing the required prerequisite courses. They obtain their biology or neuroscience BA degree at Lake Forest College after completing the first of three years in the RFU College of Health Professions [Doctor of Podiatric Medicine](#).

To apply to this dual degree pathway, click [here](#).

Contact the Pre-Health Advising chair Professor DebBurman for details at [debburma@lakeforest.edu](mailto:debburma@lakeforest.edu).

*Physician Assistant Practice Master of Science 3-2 Dual Degree Program at Rosalind Franklin University*

Lake Forest College students may enter this dual degree program, which leads to a Bachelor of Arts Degree in Biology or Neuroscience from Lake Forest College and a Master of Science in Physician Assistant Practice from Rosalind Franklin University. Students spend three years at Lake Forest College, completing the required prerequisite courses. They obtain their biology or neuroscience BA degree at Lake Forest College after completing the first of three years in the RFU College of Health Professions [MS in Physician Assistant Practice](#).

To apply to this dual degree pathway, click [here](#).

Contact the Pre-Health Advising chair Professor DebBurman for details at [debburma@lakeforest.edu](mailto:debburma@lakeforest.edu).

*Master of Science in Biomedical Sciences 3-1 Dual Degree Program at Rosalind Franklin University*

Lake Forest College students may enter this dual degree program, which leads to a Bachelor of Arts Degree in Biology or Neuroscience from Lake Forest College and a Master of Science in Biomedical Sciences from Rosalind Franklin University. Students spend three years at Lake Forest College, completing the required prerequisite courses. They obtain their biology or neuroscience BA degree at Lake Forest College after completing the first of three years in the RFU College of Health Professions [MS in Biomedical Sciences](#).

To apply to this dual degree pathway, click [here](#).

Contact the Pre-Health Advising chair Professor DebBurman for details at [debburma@lakeforest.edu](mailto:debburma@lakeforest.edu).

*Master of Science in Clinical Counseling 3-2 Dual Degree Program at Rosalind Franklin University*

Lake Forest College students may enter this dual degree program, which leads to a Bachelor of Arts Degree in Psychology, Sociology, Anthropology, or Neuroscience from Lake Forest College and a Master of Science in Clinical Counseling from Rosalind Franklin University. Students spend three years at Lake Forest College, completing the required prerequisite courses. They obtain their biology or neuroscience BA degree at Lake Forest College after completing the first of three years in the RFU College of Health Professions [MS in Clinical Counseling](#).

To apply to this dual degree pathway, click [here](#).

Contact the Pre-Health Advising chair Professor DebBurman for details at [debburma@lakeforest.edu](mailto:debburma@lakeforest.edu).

*Master of Science in Nursing 4-2 Dual Degree Programs at DePaul University and Rush University*

Lake Forest College has affiliations (preferred admissions) with two of the best nursing schools in the United States: [Rush University](#) and [DePaul University](#). Students complete four years at Lake Forest College and then begin a master's program at either Rush University College of Nursing or

DePaul University School of Nursing. Such master's degrees lead to highly-esteemed nursing, or upon further work, nurse practitioner careers.

To apply to the Rush University Nursing dual degree pathway, click [here](#).

To apply to the DePaul University Nursing dual degree pathway, click [here](#).

Contact Professor Ann Maine, Pre-Health Committee member, [maine@lakeforest.edu](mailto:maine@lakeforest.edu) for details.

#### *Doctor of Optometry 4-4 Dual Degree Program at Northwestern University*

The Dual Acceptance Program at Lake Forest College and Northwestern University offers early acceptance into Northwestern University's Doctoral Optometry program for accepted applicants that are either in their senior year of high school or their first year at Lake Forest College. Lake Forest College students in this early acceptance program complete pre-optometry requirements while earning a Bachelor of Arts degree from the College. Upon graduation, they matriculate into the [DO program at Northwestern University](#) to earn an Optometry Doctorate.

To apply to this dual degree pathway, click [here](#).

Contact the Pre-Health Advising chair Professor DebBurman for details at [debburma@lakeforest.edu](mailto:debburma@lakeforest.edu).

#### *LFC-Northwestern 4-4 BA-DMD Dual degree pathway*

The Guaranteed Interview Track at Lake Forest College and Northwestern University offers guaranteed interviews in each interview year cycle to up to ten students completing or graduating from Lake Forest College who apply as traditional applicants to the [Northwestern University's Doctor of Dental Medicine \(D.M.D\) program](#). Lake Forest College students must complete the following [requirements](#) while earning a Bachelor of Arts degree from the Lake Forest College to qualify for the guaranteed interview program.

To apply to this dual degree pathway, click [here](#).

Contact the Pre-Health Advising chair Professor DebBurman for details at [debburma@lakeforest.edu](mailto:debburma@lakeforest.edu).

# Philosophy

## Three-Year Program in Philosophy

Advanced students may be able to complete the major in three years, if they meet and maintain the requirements below. Interested students should contact the chair of the department.

### Three-Year BA Program: Completing the Philosophy Major

The Philosophy major consists of at least nine courses. Traditional four-year students often decide on a Philosophy major in their second or even third year, so it is typical to complete the major in three years. The structure of the major allows this, and an explicit three year plan would encourage a more sequential program, beginning with the history core, which is meant as a foundation for upper-level study.

A three-year BA program would typically proceed as follows:

#### *Prior to Matriculation*

2-4 AP or college credits, at least one of which must be in English Literature, comparative Literature, or History.

#### *First Year: Three courses:*

Phil 290 (Ancient Greek Philosophy) and  
Phil 291 (Descartes to Kant)  
Phil 156 (Logic and Styles of Arguments) or an elective

#### *Second Year: 3 courses:*

Phil 292 (Hegel to Nietzsche)  
Phil 305 (Comparative Philosophy) or Phil 325 (Major Ethical Theories)  
Phil 156 (Logic and Styles of Arguments) or an elective

*Third Year: 3 courses:*

Phil 305 (Comparative Philosophy) or Phil 325 (Major Ethical Theories)  
Elective  
Senior Studies course

The history sequence (290, 291, and 292) provides a good introduction to the Western intellectual tradition. After the first two courses, students would be well-prepared for 300-level course work.

The logic course (156) should be taken as early as possible; it is beneficial well beyond philosophy. Phil 156 provides analytic training helpful with any research efforts. It is also strongly urged for students preparing for the LSAT. (A comparable course may be available as a summer option at other schools.)

Beyond the core courses, students may develop a particular focus in some aspect of philosophy, such as political philosophy, metaphysics, values issues, or Asian thought, which can then provide a foundation for the senior project.

Students who would like to focus more exclusively on a particular aspect of philosophy may (in consultation with their advisor) propose to substitute a different course for one of the core requirements. Proposals will be reviewed by the department Chair.

Despite the compressed schedule, it is possible to spend a semester studying off-campus, in the second year. The Department does accept appropriate transfer credit toward the Philosophy major; this must be approved beforehand. Programs without a Philosophy component are also possible. Many majors, for example, consider our Program in Greece, which provides an understanding of the civilization that began Western Philosophy.

Students interested in graduate school in Philosophy should take the traditional core plus a number of advanced courses that will provide background in the traditions and approaches they seek to study. (A traditional four-year program would allow a more reflective pace through the required and recommended courses.)

For students interested in Continental philosophy, Phil 320 or some independent work in 20th century Continental approaches is essential.

For students interested in analytic programs (the majority of graduate programs in the United States), coverage of 20th century analytic philosophy, e.g. through Phil 294, is needed. Further, some advanced work in logic (instead of or in addition to Phil 156) would be appropriate.

### *Co-Curricular Involvement*

Philosophy began in dialogue, and we continue to emphasize that, in class discussions, in written assignments, and in co-curricular activities. We encourage Philosophy majors to participate in the life of the Department outside the classroom. There are a number of opportunities available:

A symposium is offered for new majors, to meet faculty and other Philosophy students, to share interests, to answer questions, and to have a good time.

The Philosophy Club (linked to our Chapter of Phi Sigma Tau, the National Honor Society in Philosophy) sponsors a number of informal discussions as well as visiting speakers.

Students and faculty are encouraged to share their current work, in informal presentations.

A symposium concerning life after Lake Forest is offered for majors.

## Communication

### **Three-Year Program in Communication**

The accelerated degree in communication is available only to students entering Lake Forest College with at least two AP Credits (with test scores of 4 or 5), or the equivalent of 2 Lake Forest College credits.

To complete the major in three years, students must fulfill the regular graduation requirements—completing 32 credits, and completing all General Educational Curriculum requirements—and the requirements for the Communication major. What follows is a suggested plan for study that applies



to those students who matriculate with 2 Lake Forest College equivalent credits.

### **Before Matriculation**

2 AP credits (with test scores of 4 or 5), or the equivalent of two Lake Forest College credits.

### **First Year**

#### **Nine Courses, including:**

- First-year Studies
- Communication 110: Introduction to Communication (in the first semester)
- Communication 255: Communication Criticism (in the second semester)
- 2 other 200-level courses from rhetoric or media studies

Appropriate courses may count toward Forester Fundamental Curriculum (FFC)

### **First Summer**

*Two Courses:*

- 2 course credits, in either or both summer sessions, at the summer course tuition. Appropriate courses may count toward FFC.

### **Second Year**

*Nine Courses, including:*

- One 200-level course from rhetoric or media studies
- Communication 256: Communication Research Methods
- One more 300-level Communication course that counts toward the Communication major

Students who have attained Dean's List status will be able to take this ninth credit in their spring semester for no additional fee; others pursuing this option will normally be required to pay a course overload fee

## **Second Summer**

- Communication 390: Internship (for 2 course credits)

## **Third Year**

*Nine Courses, including:*

- One 300-level Communication course that counts toward the Communication major
- One Senior Seminar in Communication

Students who wish to take part in the Lake Forest College In The Loop program are encouraged to do so prior to their 6th semester.

Students who maintained Dean's List status will be able to take the ninth credit in their spring semester for no additional fee; others pursuing this option will normally be required to pay a course overload fee.

With the exception of internships, courses taken Pass/NoPass may not count toward the major. The minimum grade for each class to count toward the major is "C".

# Student Research

Research experience provides valuable skills and a foundation of knowledge that will serve students far beyond Lake Forest College

Lake Forest College students engage in research with faculty mentors through formal programs, volunteer opportunities, and research assistantships as well as credit-based practicum projects, independent studies, senior theses, or research internships. Our research opportunities have led students to prestigious graduate programs and rewarding professional careers.

Research experiences help students enhance and apply their critical analysis and communication skills. These projects often culminate in symposium or conference presentations. Many students also have been credited as co-authors on professional publications after the completion of these research experiences.

**Read more about our research opportunities**

## **Richter Scholar Program**

The Richter Scholar Summer Research Program provides students with the opportunity to conduct independent, individual research with Lake Forest College faculty early in their academic careers.

[Read more](#)

## **RFU Summer Scholars Program**

The LFC-RFU Summer Research Scholars Program is the original partnership activity that connected Lake Forest College and Rosalind Franklin University for Medicine and Science, located just 10 minutes away from campus by car or train.

[Read more](#)

## **James Rocco Quantitative Data Research Scholarship**

The James Rocco Data Research Scholarship provides up to \$5,000 to support innovative, student-designed quantitative research projects to be carried out during the summer or the academic year. The purpose of the scholarship is to encourage the development of skills in using quantitative methods to derive information from data. This set of skills is increasingly

important in many career paths and academic fields. Enormous amounts of data are now available in almost every academic field, providing numerous opportunities for quantitatively-based research projects that mine data for information.

[Read more](#)

### **Independent Study: Research Project (for-credit)**

A research project is more specialized and usually more advanced than a tutorial, requiring greater independence and originality on the part of the student. Students conduct scholarly research with a view to producing substantial work in the form of a term paper or report. Among recent projects undertaken were studies involving ethical issues on intellectual property, weblogs and their implications concerning cultural values and global business, the U.S. Social Security system, and metastable hydrogen atom collisions. Juniors and seniors are eligible to undertake research projects. A maximum of four research project course credits is allowed toward graduation, no more than two in a semester and no more than three in a year.

[Read more](#)

### **Independent Study: Practicum Project (for-credit)**

A practicum project consists of a series of structured experiences that allow students to apply knowledge from their previous coursework in an applied setting on campus, under the supervision of a teaching faculty member. A practicum project is distinct from the practicum courses that already exist in the College Catalog (e.g., ENGL 200; EDUC 315; HIST 399; JOUR 200; THTR 200). Some common practicum projects might involve credit-based work as a peer teacher/mentor/tutor, laboratory technician, research assistant, publication editor, or program director. A practicum project requires a syllabus that details the duties, expectations, learning objectives, and grading criteria of the project. Students do not earn money for completing a practicum project. Students may take a practicum project for 0.25, 0.50, 0.75, or 1 credit, which require 40, 80, 120, or 160 total hours of work, respectively. A maximum of 2 practicum project credits is allowed toward graduation. With respect to the FFC, practicum project credits carry the EL tag (Experiential Learning) and will satisfy the FFC-EL requirement when the number of accumulated EL credits reaches 1 credit.

[Read more](#)

### **Senior Thesis (for-credit)**

A senior thesis is original scholarly research undertaken in the student's senior year, usually over two terms. The research culminates in a formal written dissertation and oral examination that is evaluated by a faculty committee. Outstanding theses are awarded distinction at graduation. Senior theses may be undertaken for one or two course credits; normally two course credits will not be awarded in the same semester.

[Read more](#)

## **Research Internship**

Our robust experiential learning program offers students opportunities to complete research internships. Our close proximity to Chicago and a strong network of alumni and friends give students access to a range of internships few other colleges can offer.

[Read more](#)

# Internships

Internships taken for credit at Lake Forest College are experiential learning opportunities integrated into the academic program. Although the specific nature of internship experiences will vary, internships are intended to clarify the relationship between traditional liberal arts study and the workplace.

## Program Guidelines

(Approved by the Faculty, April 11, 1984; amended May 8, 1992, March 3, 1993, April 4, 2001, June 25, 2004, September 14, 2007, and March 2, 2022)

**These guidelines are intended as minimum criteria that allow individuals significant latitude. Within these guidelines, departments may establish requirements that are appropriate for the discipline of the specific internship.**

**Any internship agreement that transfers or assigns liability exposure to the College must first be reviewed with the Career Advancement Center and the Business Office.**

## General Policies

- Internships must apply or expand skills or knowledge learned at Lake Forest College.
- The bulk of the internship work is to be at the site of the internship, where the intern is gaining experience with organizations, industry and people, and where the intern is under the supervision of one person.
  - Since the modern workplace has evolved to increasingly include remote or hybrid environments, such internships may be approved on a case-by-case basis. The internship must demonstrate a clear plan for supervision and mentorship, and supervisors must ensure that the intern has been provided the technology necessary to successfully complete the internship.
- Opportunities for paid on-campus internships may be approved on a case-by-case basis. For approval to be granted, a proposal must be submitted to the Career Advancement Center by an on-campus Internship Supervisor and be approved by the supervisor's

respective VP or Dean. At least 25% of the internship must include a special intern project.

- Internships are open to juniors or seniors. In special circumstances, to be determined by the Career Advancement Center, sophomores may be allowed to receive credit for internships.
- To prevent any potential conflicts of interest, students must disclose any familial relationships with employees of the organization where they wish to intern. No student may intern for a company owned or managed, fully or in part, by a family member. The on-site supervisor may not be a member of the intern's family or anyone working under the supervision of a family member.
- Continuation of part-time or summer jobs may not serve as internships without an appeal to the Career Advancement Center.
- A student will not normally receive more than three internship credits toward the total number of credits necessary for graduation (not including foreign internship credit). A minimum of one (1) credit during the academic year, or a half (0.5) credit during the summer, and a maximum of two (2) credits will be awarded for each internship. Any student seeking more than two internship credits must show that not more than two credits will be for internship experiences that are similar in terms of skills or knowledge learned or applied. Students in the Lake Forest College In the Loop program can earn up to four internship credits, with the fourth credit being taken during the In The Loop Program.
- Lake Forest College students currently have the ability to complete up to 3.0 credits through the Academic Internship Program, *with a maximum of 2.0 credits via 100% remote and/or paid on-campus internships*.
- For each credit, approximately 150 hours of on-the-job experience will be required.
- The Academic Internship Course will be graded Pass-NoPass. Retroactive Academic Internship Course credit is not permitted. Both aspects of the Academic Internship Course, completion of internship hours, the experiential component, and the Academic Internship Course requirements, must be completed concurrently.

- Internship proposals must be approved by the student's Academic Advisor and the Career Advancement Center.
- 100% commission-based internships will not be approved for academic credit.

## Requirements

**For an Academic (for-credit) Internship, a student will be required to do the following:**

- Read these Academic Internship Program Guidelines and complete the [Academic Internship Interest Form](#) following the Internship Specialist's advising session and before registration.
- Meet with their Internship Specialist during the semester prior to the internship.
- Complete the Academic Internship Application once the internship is secured and at least one week prior to the [add/drop date](#) for classes. Materials from the on-site supervisor must also be submitted to the Internship Specialist and the Career Advancement Center one week prior to the add/drop date for classes.
- Students must successfully complete the Academic Internship Course alongside the internship experience in order to pass the course. Typical assignments include, but are not limited to: learning plan, weekly reflections/discussions, mid-term/final evaluation, verified hour logs, and final portfolio. Assignments should include details such as a description of duties performed, relevance of the student's previous academic training to the internship, and the role their internship plays in the student's career plan.
- Assignments must be completed by the stated deadlines and submitted to the Career Advancement Center. Students who fail to timely submit required assignments risk failing the Academic Internship Course.

## On-Site Supervisor Responsibilities

**The on-site supervisor will be one person designated to serve as the student's primary supervisor.**



- The on-site supervisor must understand that interns are earning academic credit and consequently must perform duties that apply or expand skills or knowledge learned at Lake Forest College.
- The on-site supervisor must submit to the Internship Specialist a letter or other approved documentation that offers the student an internship and includes a written job description. Letters must be on company letterhead and must be signed by the on-site supervisor.
- The on-site supervisor must meet regularly with the intern to evaluate the intern's progress and to assess the appropriateness of the intern's duties, reporting this information to the Internship Specialist in the mid-term evaluation.
- At the end of the internship, the on-site supervisor must submit to the Internship Specialist a final evaluation of the student's performance. The evaluation must include a description of the duties performed by the intern as well as the intern's level of performance and progress during the internship.

### **Career Advancement Center Responsibilities**

- The Career Advancement Center will oversee both the student's participation in their internship and the completion of required academic coursework.
- The Career Advancement Center must maintain regular contact with the intern and the intern's on-site supervisor.
- The Career Advancement Center will maintain a record of all participants in the program.

### **Evaluations**

**At the end of each semester, all students who have completed Academic Internships will be required to evaluate their experience.**

- Students will be sent an online evaluation by the Career Advancement Center prior to the last day of classes.

- Student responses regarding their Internship Specialist will be anonymous. Internship Specialists may only see the evaluations after the grades have been submitted.
- Only the Career Advancement Center and the Dean of Faculty Office will have access to the identity of the evaluator.
- The evaluations will be kept in the office of the Career Advancement Center.

#### Notice to students who are not United States Citizens

**If a qualified non-citizen wishes to pursue an internship, that student must receive employment authorization from the U.S. Citizenship and Immigration Service (USCIS).** A qualified non-immigrant applying for permission to accept or continue employment must meet with Erin Hoffman (F-1 Visas) or Allie Olson (J-1 Visas) who will file the appropriate forms with the USCIS.

#### **International Students on an F-1 Visa**

Contact: Sandra Ortiz  
*DSO SEVIS Coordinator*  
847-735-5202  
[sortiz@lakeforest.edu](mailto:sortiz@lakeforest.edu)

#### **International Students on a J-1 Visa**

Contact: Allie Olson  
*Coordinator of the Global Engagement Office*  
847-735-5231  
[aolson@lakeforest.edu](mailto:aolson@lakeforest.edu)

# Global Engagement Office

## The Global Engagement Office oversees:

### *Study Abroad & Off-Campus Study*

- Lake Forest College offers more than 200+ different off-campus programs. Explore our [Study Abroad & Off-Campus page](#) for more information!

### *Projects for Peace*

- Projects for Peace is a global program that encourages young adults to develop innovative, community-centered, and scalable responses to the world's most pressing issues. Along the way, these student leaders increase their knowledge, improve skills, and establish identities as peacebuilders and changemakers. Explore Lake Forest College's [Projects for Peace page](#) for further information and guidance on applying for the program.

### *Incoming ISEP Exchange Students*

- Lake Forest College welcomes 20+ incoming exchange students every year. Incoming exchange students can explore [further information on our Exchange student pages](#).

### *Fellowships & Scholarships*

- There are various international and domestic scholarships and fellowships that students can apply for during their undergraduate career as well as opportunities after graduation. Explore more on our [Fellowships and Scholarships page](#)!

# Steps to Apply

Applying to a study abroad program can be a long, complex process. This step-by-step is to help you plan your abroad experience from beginning to end.

Reach out to a Global Engagement Office staff member at any point with questions.

## **Before you submit your GEO Application:**

### STEP 1: Connect with the Global Engagement Office (GEO)

With 250+ programs (and even more for summer!), it is easy to be overwhelmed by all the opportunities.

Meeting with the Director of the Global Engagement Office can help you begin exploring all of the program options. **You can discuss which programs may be the best fit for you - academically, financially, and personally.**

Schedule an appointment with Allie Olson, the Director of the Global Engagement Office, using [Bookings](#) or send an email to [\[aolson@lakeforest.edu\]](mailto:aolson@lakeforest.edu).

### STEP 2: Meet with your advisor(s)

Your advisor(s) can help you figure out **when is the best time to study abroad (in terms of your academic plan) and if there are any particular course(s) you will need to take abroad/off-campus to stay on track to graduate.**

Part of Lake Forest College's internal study abroad application (called the GEO application) process is to discuss your study abroad plans with your academic advisor(s). If you do not connect with your advisor(s) before you submit your GEO Application, you will be asked to discuss your plans to study off-campus with them before GEO can process your GEO application.

### STEP 3: Review and understand the financial impact of study abroad

Financial aid may apply to Lake Forest College-approved off-campus programs. **Please review our [Off-Campus Study and Financial Aid](#) page, as well as the [Study Abroad Financials](#) page.**

Contact the Global Engagement Office for cost *estimates* for programs you are interested in exploring.

The cost of studying off campus can be very similar to the cost of living on campus. For some programs, the program abroad is more affordable than living on campus. For other programs, the program abroad is more expensive

#### STEP 4: Complete the GEO Application

The GEO Application is Lake Forest College's internal study abroad application.

**Students need to submit the appropriate GEO application and have their GEO approved before they can begin a program-specific application.**

GEO applications are located on GEO's main [Study Abroad and Domestic Study Away](#) page. GEO applications are housed within the College's Terra Dotta software.

#### **Deadlines for GEO Applications:**

- December 1 - Fall programs
- April 1 - Spring programs
- March 1 - Summer programs
  - Late summer applications can be accepted on a case-by-case basis

GEO applications for semester programs will not be fully processed until after the appropriate deadline, and no late applications will be accepted.

*(Example: Fall GEO Applications will not be fully processed until after the December 1st deadline for fall applications.)*

Also, our internal deadlines are around 5-6 months before you would have to submit your program-specific application. Summer applications are the exception and can be completed with your program's specific application.

*(Example: If you were interested in studying abroad for the **Fall 2023 semester**, you would have to submit your GEO Application by December 1, 2022)*

## After your GEO Application is approved:

### STEP 5: Continue GEO's post-approval process

After your GEO application is approved, you will continue to follow all instructions provided on your application portal and by GEO staff. If you wish to continue the process, hit the 'Confirm' button and follow the next steps listed on the portal.

### STEP 6: Apply to your specific program

After your GEO application has been approved and you have confirmed your participation, you can begin your program's specific application.

**Please be aware that our partners have different application deadlines and requirements.**

Students applying for ISEP Exchange programs:

The ISEP application is unique and you can list up to 10 different exchange sites on ONE application. Review ISEP's [Chance of Placement page](#) before submitting your ISEP application,

### STEP 7: Complete the LFC Course Pre-Approval Form & Off-Campus Waiver

After you are accepted into your program, you can complete the LFC Course Pre-Approval Form (supplied within your GEO Decision Email).

On this form, you will list courses you **plan** to take while on the program. It is not a registration form, and you may have to use past semester courses to complete the form.

**The purpose of this form is for you to have a plan on what courses you are going to take abroad and what those courses will transfer back to Lake Forest College as.** The Registrar's Office uses this form to know if the courses will count towards your major(s), minor(s), and/or Forester Fundamental Curriculum requirements. **You can get updated course approvals once you are abroad, but you are still required to submit this form as a preliminary plan for the appropriate deadline.**

Also, all students studying off-campus (abroad or domestic) are **required to submit Lake Forest College's Off-Campus Waiver**. You are sent this waiver in your GEO Decision Email.

If you need a new copy of either form, contact the Global Engagement Office.

## STEP 8: Attend your Pre-Departure Orientation

There is a **mandatory** Pre-Departure Orientation for all LFC students participating in a GEO program. It is held the semester before you are studying abroad, and summer students participate in the Pre-Departure Orientation with Fall and Academic Year students.

If you are unable to make the scheduled orientation, you are required to schedule a make-up orientation with GEO.

Pre-Departure Orientation goes over everything from academics abroad to updating to a new culture to health & safety abroad.

## STEP 9: Participate in your program!

Have a fantastic experience on your program and know that the Global Engagement Office is still here to support you while you are abroad/off-campus!

# Semester Programs

Participating in an off-campus program (whether to study, intern, research or volunteer) can be a life-changing experience! At Lake Forest College, we understand that our students have individual learning goals, which is why we have such a robust set of approved off-campus programs! With such a variety of opportunities, it is easy to become overwhelmed.

See the tips on our '[Selecting a Program Guide](#)' to help explore what programs may be a good fit for you and your goals.

## Types of Programs

Lake Forest College's approved semester off-campus programs fall into two categories: **Exchange and Direct-Enroll**.

Here is a quick overview of the similarities and differences between the two program types:

**Similarities:** Financial aid can apply, credits transfer back to Lake Forest College, and students pay their Lake Forest College tuition

**Differences:** Exchange programs include housing and meals benefits, where Direct-Enroll programs may include housing but many do not include meals. Students who participate in an exchange program are eligible for a \$750 airfare reimbursement award.

## PLEASE NOTE:

- There are certain capacity limits for some Direct programs, and some Exchange programs are more competitive than others. GEO recommends that you find at least 3 - 5 programs you are interested in when you complete your GEO Application (the College's internal study abroad application).
- Students are able to participate in two GEO semester programs, but one of the two semesters has to be on an Exchange program.
- Our partner ISEP (International Student Exchange Program) is the only partner that offers Exchange options. [Here is ISEP's quick guide to Exchange programs.](#)



Please explore the below information for a more in-depth exploration of the differences between Exchange and Direct-Enroll.

## Exchange Programs

### Exchange Programs

*There is a bilateral exchange of students between international institutions within the ISEP (International Student Exchange Program) network. For example, an LFC student would pay for a spot at LFC and a student at the University of Essex would pay for a spot at Essex, and then the students “trade places” while receiving equivalent benefits they paid for at their home institution.*

### Financial Difference

- The cost is similar to if one were to study & live on-campus at Lake Forest College. Please review our [Financials page](#) for more in-depth financial information.

### Chance of Placement

- Due to the bilateral exchange of students all across the ISEP network, **some exchange programs are more competitive than other exchange programs**. While exploring exchange programs on ISEP’s website, please pay special attention to ‘Chance of Placement’. Many popular locations such as the United Kingdom, New Zealand, and Australia are more competitive and usually have a ‘Chance of Placement’ of ‘Most Competitive’ or ‘Very Limited’. But do not be discouraged! At least a few Lake Forest College students are placed on competitive exchange programs every year.
- When a student completes their ISEP application, **they can rank up to 10 programs on the application**. ISEP recommends students add at least one program with a ‘Good’ (or better) chance of placement to their program ranking.

## Direct-Enroll Programs

*There is no bilateral exchange and students directly enroll in an international institution or study abroad program.*

### Financial Difference

- Some Direct-Enroll programs are comparable to the cost of studying & living on LFC's campus. A few programs are more affordable, some are more expensive – *it all depends on the specific program*. Please review our [Financials page](#) for more in-depth financial information.

## Chance of Placement

As long as a student is approved by GEO and meets the program's specific eligibility requirements and deadlines, the chance of placement is excellent (although never guaranteed).

## Program List

The following are Lake Forest College-approved programs. Please click the down arrow for each partner program to learn more, as well as the links to the program-specific webpage.

*Only our partner ISEP offers both Exchange and Direct-Enroll options. All other programs are Direct-Enroll only.*

**Please Note:** You have to complete the College's internal study abroad application (called the GEO application) and be approved to study abroad before you can complete applications for the below programs.

## American College of Greece

Study abroad with the [American College of Greece](#) (ACG)!

Discover the historical city of Athens and the beauty of the Mediterranean while studying abroad at ACG - the oldest American-accredited College in Europe and the largest private, independent, not-for-profit, non-sectarian, co-educational academic institution in Greece.

Located on a breathtaking hillside at the edge of Athens, an American-style, 64-acre campus offers an ideal setting to study in Greece: modern classrooms, the ACG Library, with extensive print, online and audio-visual resources, and the College's athletic facilities, including the FIFA designed soccer field, the Olympic-sized swimming pool, indoor and outdoor courts, and fitness and exercise studios.

Students in **virtually any academic major** can find courses, and **all classes at ACG are taught in English.**

***One of the most popular options for Lake Forest College students!***

### **University of Otago (New Zealand)**

Study abroad at the [University of Otago!](#)

Otago boasts modern lecture theatres, research labs and libraries; engaged and accessible teachers who are experts in their fields; and a campus regularly voted amongst the most beautiful in the world.

Our 20,000 students make up one sixth of Dunedin's population, creating an energy and atmosphere that you'll only find at Otago. The town and the University campus developed together, so Dunedin is one of just a handful of places worldwide where education is the main activity of the city.

Our campus and student accommodation are located in the heart of town, and all of Dunedin's cafés, music venues, designer boutiques and stores, museums and galleries are never more than a short walk away.

When it comes to sport, Otago takes on the best in the world. The University's facilities are state-of-the-art and New Zealand's only covered sports field, Forsyth Barr Stadium, is right on your doorstep for top-level rugby.

**You can select from an extensive range of papers (courses).** You can take papers in almost any subject offered, outside of Dentistry, Medicine, Medical Laboratory Science, Pharmacy, and Physiotherapy

- Course offerings include (but not limited to) Business, Media, Film, and Communication, New Zealand studies, Environmental, Marine and Earth Sciences, Health, Nutrition and Biomedical Sciences, Math, Statistics, Computer Science and Information Technology, Psychology and Neuroscience, Recreation, Sport and Exercise Science, Tourism and Hospitality Management.

Watch [this video](#) to get a sense of what it's like to study at the University of Otago!

### **The Umbra Institute (Italy)**

Study abroad with the [Umbra Institute](#) in Perugia, Italy!

Umbra offers semester (and summer) study abroad programs for students. The build-your-semester option allows students to customize their academic experience by choosing courses that best fit their curricular needs and interests. For students looking for a more focused experience, they can organize their semester program around a specific curricular concentration or participate in one of our thematic programs. For students interested in the Italian language or studying at an Italian university, Umbra offers a number of direct-enroll options with local universities and art schools. Credit-bearing internships are highly selective and available for semester and summer experience.

### **Special programs:**

- **Food, Sustainability & Environmental Studies**
  - Discover Italy through food cultures and explore sustainable and eco-friendly practices in the Italian food and hospitality industries.
- **Multi-Cultural Psychology**
  - Now more than ever psychologists, social workers, and those in related fields need to broaden their horizons with a multi-cultural experience.

### **University of College Cork (Ireland)**

Study abroad in Cork, Ireland at the [University College Cork!](#)

Study abroad students at UCC have the opportunity to select modules (courses) from a range of disciplines in the College of Arts, Celtic Studies and Social Sciences, the College of Science, Engineering and Food Science, the College of Business and Law and the College of Medicine and Health.

The **College of Arts, Celtic Studies and Social Sciences** offers modules in subjects such as Applied Psychology, Archaeology, Celtic Civilisation, Classics, English, Folklore, Geography, History, History of Art, Music, Philosophy, Religions and Global Diversity, Social Policy, Sociology, Spoken Irish and a range of modern European languages.

The **College of Science, Engineering and Food Sciences** offers modules in the Mathematical, Physical and Chemical Sciences; the Biological, Earth and Environmental Sciences and in ICT. Modules in many branches of engineering are offered including Civil and Environmental, Electrical and

Electronic, Process and Chemical and Energy Engineering. At UCC, there is a history of 100 years of education and research in Dairy and Food Sciences, and visiting students can opt to select modules in all areas of food science.

The **College of Business and Law** offers modules in Accounting, Business Information Systems, Economics, Food Business and Development, Government, Management, Marketing and Law.

Within the **College of Medicine and Health**, the Departments of Physiology, and Epidemiology and Public Health, welcome visiting study abroad students and offer a range of modules in their respective subjects.

**A limited number of internship opportunities are also available.**

### **Florence University of the Arts - American University of Florence**

[FUA-AUF](#)'s mission aims to offer a **unique educational model** for international students. Through this model, FUA-AUF allows students to integrate, benefit, and learn from their academic experience by applying **knowledge** and **competence** simultaneously. Knowledge and competence are taught at the same time through educational strategies and several teaching methodologies that are based on the **experience, integration, and engagement with the local community**.

Explore the [Student Life Department](#) for information about FUA-AUF's student support, housing, excursions, and more!

### **Webster University**

Study abroad with one of [Webster University's international campuses](#)!

Webster University is a U.S. university with campuses around the world and has its own international network entitled WINS (Webster International Network Schools). Lake Forest College is a member of WINS so Lake Forest College students have access to WINS programs and benefits. **Have the comfort of studying at an American institution while abroad and be eligible for a \$1,000 travel award!**

**Winter Athletes:** Webster University programs abroad have two terms each semester, with courses being taught in Term 1 or Term 2. Lake Forest College varsity athletes participating in a dual-season or winter sport would choose one term.

## Freie University of Berlin European Studies Program (FU-BEST)

Study abroad with the [Freie University of Berlin European Studies Program](#)!

The program offers a menu of subject courses taught mostly in English by expert faculty, covering such topics and disciplines as cultural studies, art history, comparative literature, the European Union, German history, German and European politics, sociology/psychology, film studies, legal studies, architecture, environmental studies, transatlantic relations, business, music history, and philosophy. **Mandatory course:** German language course

Local [field-trips](#) are an integral component of many of the courses, and a week-long international study tour is built into the program. Past study tour locations include Paris, Budapest, Copenhagen, London, and Prague.

Opportunities for contact with German students and German society in general, for example through volunteering opportunities or a language tandem, are made available throughout the semester.

## International Student Exchange Program (ISEP)

Explore 200+ exchange and direct programs through [ISEP \(International Student Exchange Program\)](#)!

ISEP has programs for many majors and minors. Also, there are various internship, volunteer, and community engagement opportunities.

### Tips when exploring ISEP programs:

On ISEP's website, you can sort by 'exchange' or 'direct' under the 'More Filters' tab. With Exchange programs, please note the program's 'Chance of Placement'. 'Chance of Placement' can range from *Most Competitive* to *Excellent*. ISEP allows you to rank ten exchange programs on your application. ISEP also has a helpful [Chance of Placement Guide](#)!

**REMINDER:** If you participate in an ISEP exchange program, you are eligible for a \$750 airfare reimbursement award.

**2nd-semester sophomores are eligible for some ISEP programs.** To search for ISEP programs available for sophomores, select 'Ideal for Sophomores' under the 'More Filters' tab on the ISEP website.

## **Oxford Study Abroad Program**

Study abroad with the [Oxford Study Abroad Programme!](#)

The Oxford Study Abroad Programme (OSAP) places students of academic distinction at affiliated colleges of Oxford University. With privileges at four of the top-ranked colleges at Oxford- New College, Christ Church, Magdalen College and Trinity College, OSAP students and faculty have access to their libraries, clubs, societies, dining halls, and chapels as well as over six million volumes of books in libraries throughout the University of Oxford.

**Please note:** Oxford has a different academic system than LFC. Oxford uses a tutorial model, in which students take a primary and a secondary tutorial. Students normally take between 14-18 tutorials between 2 subjects. Students normally study a primary course for 9 tutorials and a secondary for 5 tutorials.

Since all education at Oxford is highly individual (the exact courses are worked out jointly by the OSAP academic advisor, the student, and the tutor) there is no Oxford Course Catalog in an American sense. The teaching style is most often one tutor and one student, who work together to set up a meeting schedule that fits both needs. Learning is often based on one on one discussion, and the tutor may assign a large paper each week to be discussed at the next meeting.

Tutorials are most similar to upper-level electives at a US institution. Students are expected to have a background in the topic discussed.

The OSAP academic advisers have found by experience that most OSAP students tend to select from five or six subjects, primarily history, English, politics (including political thought and international relations), economics, and philosophy. A few students will study psychology, physics, chemistry, math, law, geography, sociology, art history, etc. (Practical science courses, i.e., those requiring laboratory facilities, are usually available given sufficient notice, but this is not guaranteed).

Students can apply as [Associate Member status](#), or as [Visiting Member status](#) (for an additional cost).

## **Learning Abroad Center**

Study abroad with the University of Minnesota's Learning Abroad Center on one of their Minnesota Studies in International Development (MSID)

programs! Despite the name, students do not study in or about the state of Minnesota - the MSID curriculum explores the theoretical and practical implications of international development and intercultural issues. Field experience is an integral part of all courses and **an internship or research project is required in the program.**

There are four themes (available at all locations): **Entrepreneurship, Health, Human Rights, Sustainability**

No matter the location, students take:

- *Historical & Political Context of* [host country]
- *Language course*
- *International Development course* [revolving around one of the above themes]
- *Internship or Research* [revolving around one of the above themes]

### **Program Locations:**

#### [Chang Mai, Thailand](#)

- No language prerequisite

#### [Dakar, Senegal](#)

- Minimum 4 semesters college-level French, or equivalent proficiency

#### [Quito, Ecuador](#)

- Minimum 4 semesters of college-level Spanish, or equivalent proficiency

### **University Studies Abroad Consortium (USAC)**

Study abroad with [University Studies Abroad Consortium \(USAC\)](#)!

USAC, a nonprofit organization since 1982, has provided students with life-changing opportunities to live and learn in countries around the globe. We have more than 50 affordable, authentic study abroad programs in 26 countries, and strive to provide you with ample opportunities to become engaged, global citizens.

USAC has two different models of programs: Speciality and Partnership. [Explore the differences here.](#)



## **American Institute of Foreign Study (AIFS)**

Study abroad with the [American Institute of Foreign Study \(AIFS\)](#)!

AIFS is recognized as a leading provider of study abroad programs. Since 1964, over 1.5 million students have traveled abroad with AIFS. They have programs in over 20 countries, with almost all areas of study represented.

[Their program in Costa Rica \(at Veritas University\)](#) is one of the most popular (and affordable) options for Lake Forest College students!

## **Budapest Semester of Mathematics**

Study abroad with [Budapest Semesters in Mathematics](#)!

Budapest Semesters in Mathematics (BSM) provides a unique opportunity for North American undergraduates. Through this program, mathematics and computer science majors in their junior/senior years may spend a fall or spring semester in Budapest and study under the tutelage of eminent Hungarian scholar-teachers. The instructors of BSM are members of Eötvös University, the Mathematical Institute of the Hungarian Academy of Sciences, and Budapest University of Technology and Economics, the three institutions known for having educated more than half of Hungary's highly acclaimed mathematicians. BSM classes are held at the College International, a Hungarian-based educational institution focusing on international students studying in Budapest. Most instructors have had teaching experience in North America and are familiar with the cultural differences.

- All courses are taught in English.
- Classes are small.
- The school is near the center of historic Budapest.
- Living costs are modest.

## **Spanish Studies Abroad**

Study abroad with [Spanish Studies Abroad](#)!

Spanish Studies Abroad provides learning experiences in Spanish-speaking countries, focused primarily on North American university-level students. Students choose to study with SSA – **in both English and Spanish** – to develop language fluency, to experience new cultures and to obtain university credit. They have programs in Spain, Argentina, Cuba, and Puerto Rico!

### **DIS - Study in Scandinavia**

Study abroad with [DIS in Copenhagen or Stockholm!](#)

Pursue your academic and personal goals abroad. Build your semester by choosing a Core Course from 27 Academic Programs in Copenhagen and 11 in Stockholm, and select from over 280 upper-level courses between the two locations – all taught in English.

### **The Washington Center (D.C.)**

Study and intern in Washington D.C. with The Washington Center (TWC)!

#### **Academic Internship Program**

Earn a full semester's worth of credit while participating in the Academic Internship Program! It's made up of three main parts: the internship, evening course, and career readiness programming.

#### **Internship**

- TWC partners with over [400 internship sites](#) in D.C. and across the country, and we work with you one-on-one to land the internship that's right for you.

#### **Evening Course**

- You'll take an academic course one night each week, and you'll get to choose one that suits you from a [wide range of options](#). You can pick a course that fits your major, lines up nicely with your internship or go totally out of the box and try something new.

#### **Career Readiness Programming**

- TWC's career readiness programming is a mix of professional development workshops, career exploration sessions, networking

events and one-on-one advising designed to help you maximize your internship experience and come away with a plan for your next step. This programming will be held at different times throughout the week, so you can choose which sessions to attend based on your interests and your schedule.

## Specialty Programs

The programs below have special eligibility requirements. Contact GEO for these specific programs' applications.

### **Semester in Environmental Science – Direct**

The Semester in Environmental Science is a 15-week fall semester at the [Ecosystems Center](#) of the [Marine Biological Laboratory](#) in Woods Hole, Massachusetts. The curriculum provides an intensive field and laboratory-based introduction to ecosystem science and the biogeochemistry of coastal forests, freshwater ponds and estuaries. research laboratory.

Watch [this informative video](#) created by SES students about all the program has to offer!

Explore the program in more detail [HERE](#), and contact GEO for more details on how to apply.

### **Chicago Semester for Student Teaching – Direct**

Complete your student teaching in Chicago with the [Chicago Semester](#) program!

This program is a full-time credit load and students will be billed for full-time tuition.

Contact GEO or the Education Department for more details.

### **Marine and Island Ecology of the Bahamas Program (Shedd) – Summer**

The Shedd Aquarium hosts a 1-credit course on subtropical marine and terrestrial species and ecosystems. Discover how oceanography and water chemistry affect marine habitats and island environments. Develop identification techniques for fishes, reptiles, plants and invertebrates while gaining knowledge of field research while on board the R/V Coral Reef II in the Exuma Islands. Required pre-departure courses take place on Saturdays during the latter part of spring semester, with the field experience happening in May. You would be charged for one full LFC summer credit plus airfare and a program fee.

Contact GEO for more details.

# Lake Forest College In The Loop

Lake Forest College In The Loop is the College's residential Chicago semester. Students complete up to 300 internship hours while completing coursework at the Loop campus, at our Loop partner universities and colleges, or on Lake Forest College's main campus. Students reside in downtown Chicago and study distinctive aspects of the city through academic programming and co-curricular activities. This program is offered during both fall and spring semesters.

## Eligibility

To be eligible to participate in this program, students must have and/or be:

- A strong interest in experiencing the many resources offered by an immersive Chicago experience.
- Good academic and judicial standing during time of application and time of participation in program.
- A priority minimum GPA of 2.5 for the academic program. Students with less than a 2.5 GPA are encouraged to apply; however, an overall improvement in academic performance must be reflected on their transcript.
- Completed at least two semesters of study and hold junior status or above at Lake Forest College by participation. Transfer students must have completed at least one semester on campus and hold junior status or above by participation.
- At least 18 years of age by the program's start date.
- Able to stay at the host program for the duration of the semester, including through the exam periods.

## Location

Students must reside at The Flats, a residential building located in the South Loop in the heart of the Wabash Arts Corridor.

Through the academic program and co-curricular activities, students learn about various distinctive aspects of Chicago, including the city's history,

economy, politics, architecture, art and relationship to the natural environment.

Students acquire a broader perspective and learn to relate their Chicago-based semester to their overall Lake Forest education.

## Academics

**Lake Forest College In The Loop offers a wide-ranging, flexible, yet focused academic program featuring internships, courses taught by Lake Forest faculty, and courses from our Loop Partner Institutions: Roosevelt University (RU), Columbia College Chicago (CCC), the School of the Art Institute (SAIC).**

The academic program is a full-semester, four-credit curriculum. While participating in the In The Loop program, students complete an academic internship of up to two credits, with a two-credit internship totaling 300 hours over the course of the semester. Given the experiential/immersive nature of the program, an Academic Internship is a key component of the In The Loop program.

Students also complete up to two additional academic credits, chosen from:

**1. ITL option:** Courses offered by the Lake Forest College In The Loop program (ITL) and taught by our faculty at our Chicago Residential space.

The In The Loop program always offers [LOOP 202: Professional Development in the 21st Century \(1 credit\)](#).

**2. Lake Forest Campus option:** Courses offered at the College's main campus. When choosing this option, students must work with the Director of the In The Loop program and their Academic Advisor(s) to help ensure adequate time to complete the hours required for their internship in the city.

**3. Partner Institution option:** Courses offered at our Loop partner institutions: [Columbia College Chicago](#), [Roosevelt University](#), the [School of the Art Institute](#).

Students may enroll in up to two Partner Institution courses provided those courses are not offered as part of the Lake Forest College curriculum. Self-Designed majors, for example, may use the In The Loop program as an opportunity to complete courses required for their major that are not offered at Lake Forest. Courses must support your academic programs and be approved by your Academic Advisor(s).

**Incoming ISEP students must take ITL courses and/or courses taught on Lake Forest College's main campus.**

## **Internships**

**All students are required to complete an Academic (credit-bearing) Internship as part of the In The Loop program.**

Students work with their assigned Career Advancement Center Internship Specialist with assistance from Loop staff. Past internships include:

Business and Finance Pathway:

- Chicago Board of Trade
- World Bicycle Relief
- St. Jude Children's Research Hospital
- Satori Energy
- Pro Sports Experience

Creative Arts Pathway:

- Art Institute of Chicago
- The Newberry Library
- The Goodman Theatre
- Museum of Contemporary Art
- Leslie Hindman Auctioneers

Law and Public Service Pathway:

- Chicago Council on Global Affairs
- Domestic Violence Legal Clinic
- NFL, Pro Sports Experience
- WorldChicago
- John Marshall Veteran's Clinic

Science and Health Care Pathway:

- The Shedd Aquarium
- The Field Museum

- Designs for Dignity
- Chicago Area Runners Association
- Chicago Smell and Taste Treatment & Research Foundation

Build Your Own Pathway:

- National Kidney Foundation
- 826Chi
- Splash Magazine
- University of Chicago Press
- Lyric Opera of Chicago

## Housing and Meals

**Students live on the fifteenth floor of The Flats, located in Chicago's South Loop neighborhood, and within walking distance to most of Chicago's top museums and attractions, including Millennium Park, Lake Michigan, and the Art Institute of Chicago.**

Up to 20 students may live in double-occupancy bedrooms, two to three bedrooms in each apartment. Each bedroom is equipped with desks, bed, wardrobes, and dressers. Each apartment contains a common area, bathroom, and kitchen. Apartments are provided with cable TV in the common room and internet/wifi throughout the apartment. All apartments feature floor-to-ceiling windows with views of the city skyline.

Students are given a meal spending allotment. This meal allotment will be paid out in equal installments every two weeks through the semester. The money will be direct deposited into students' checking accounts, which will allow students to purchase groceries at local grocery stores and then bring those groceries back to their residence hall kitchen to cook/eat.

## Financial Information

**or all programs, students pay their Lake Forest College tuition plus a program fee. The program fee for the In The Loop program includes housing, a U-Pass for CTA travel, and a meal stipend.**

Here is an estimated budget for the Fall 2024 and Spring 2025 semesters:



Budget Item	Amount
Lake Forest College Tuition	\$27,750
Program Fee	\$7,000
Program Deposit (non-refundable)	\$500
<b>Total Expected Billed by Lake Forest College</b>	<b>\$35,250</b>

Tuition rates and program fees are subject to change each year, but this information was up-to-date as of May 2024.

Every student receives a meal stipend as part of the program. The 2024-25 meal stipend amounts to \$1,520 and will be distributed in eight installments over the course of the semester. Keep in mind that you may spend more or less in certain areas like personal expenses, travel, meals, or airfare, depending on exchange rates and your own spending habits. Classroom or lab fees are not included in this estimate.

Loop students must live at The Flats, and the program cannot accommodate commuter students. Therefore, while the program costs are structured to be comparable to those for on-campus students, on-campus commuters will pay additional costs for Loop room and board.

Do check your student account on [my.lakeforest](https://my.lakeforest.edu) for your aid awards, as most of this will go with you. If you want to compare your program to the cost of being on campus, those numbers [can be found here](#).

**Program Type**

Lake Forest College Sponsored Program

**Location**

Chicago, Illinois, USA

## Languages of Instruction

English (multiple other languages may be offered for study)

## Academic Disciplines

All

# Summer Programs

## Summer Study Abroad Programs

*Visit the Global Engagement Office if you would like assistance navigating all the program options.*

The following study abroad organizations have been approved by the College for summer abroad programs. Programs not on this list must be approved by the Academic Appeals Board in order to earn transfer credit.

- **[AIFS \(American Institute for Foreign Study\)](#)**
  - Program options in Argentina, Austria, Barbados, Costa Rica, Czech Republic, the Galápagos Islands, England, France, Germany, Greece, Hungary, Ireland, Italy, Japan, Portugal, Russia, South Africa, and Spain.
  - **Program Highlight:** [Comparative Healthcare](#)
    - Learn about the origins of global healthcare, compare how countries are managing current challenges and gain insight into how healthcare might look in the future, all while experiencing firsthand the sights, sounds and splendors of London, Barcelona, and Florence.
  - **Program Highlight:** [Environmental Science in the Galápagos Islands](#)
    - Spend a summer in the biodiverse Galápagos Islands, Ecuador with AIFS! Study environmental science at the Universidad San Francisco de Quito (USFQ), one of the highest-ranked universities in Ecuador. Begin the program at USFQ's Cumbayá campus in Quito before flying

to the university's Extension campus on the island of San Cristóbal.

- **Program Highlight:** [Summer in Bridgetown, Barbados](#)
  - Earn credit through the University of the West Indies studying the African Diaspora and Indigenous Cultural Expressions of the Caribbean.
- **[API \(Academic Programs International\)](#)**
- Program options in Argentina, Australia, Chile, China, Costa Rica, Cuba, Czech Republic, England, France, Iceland, Ireland, Italy, New Zealand, Poland, Portugal, Scotland, Spain, and the United Arab Emirates
- **Program Highlight:** [Summer Health and Human Services in Rome](#)
  - Be among the lucky students who get to study at the world-famous Rome campus of Università Cattolica del Sacro Cuore (UCSC)—the largest private medical school in Italy (and all of Europe)! Enroll in courses *in English* covering global health and health systems to complement any pre-health degree plan. Learn from renowned faculty-practitioners who specialize in cutting-edge fields such as medical humanities, bioethics, medical anthropology and other interdisciplinary areas.
- **Program Highlight:** [Summer Filmmaking in Auckland, New Zealand](#)
  - Offered through the prestigious University of Auckland, this unique program is perfect for anyone looking for film studies coursework abroad, and is structured around a practical production process based on professional television industry practice. Expand your understanding of the world of film, experience the warm hospitality of locals ("Kiwis"), and enjoy all that this beautiful country has to offer!
- **Arcadia University**

- Program options in Ireland, England, Wales, Scotland, Spain, Italy, Australia and New Zealand
- **Program Highlight: STEM Research Abroad**
  - Explore your own STEM research project while abroad!
- **Budapest Semesters in Math**
  - Experience Budapest Semesters in Mathematics, the highly acclaimed study-abroad program, for eight weeks of your summer. Live in the historic European city of Budapest, take introductory or upper-division courses from master instructors, and enjoy the excitement of living in a culture known for excellence in mathematics education and research.
- **CIEE (Council on International Educational Exchange)**
  - Program options in Argentina, Australia, Botswana, China, Costa Rica, Czech Republic, Denmark, England, France, Germany, Ghana, Ireland, Italy, Japan, Jordan, Morocco, Netherlands, Portugal, Russia, Singapore, South Africa, South Korea, and Spain
  - **Program Highlight: Summer Business + Communications in Amsterdam**
    - Amsterdam is home to the country's stock exchange, the Dutch National Bank, and many international companies, making it the perfect place abroad to deepen your knowledge of business and communications.
  - **Program Highlight: Summer Middle East Studies in Amman, Jordan**
    - Centrally located, Amman is the ideal place to unravel intriguing Middle Eastern and international issues like Arab-Israeli relations, regional conflicts, politics, international relations, environment, and more. Get a grasp of the region through studying and living in a cosmopolitan city that celebrates history and modern life. Courses are taught in English by

CIEE faculty at CIEE Amman and complemented with immersive co-curricular activities designed to increase intercultural understanding.

- **CISabroad (Center for International Studies)**
  - Program options in Argentina, Australia, Costa Rica, Czech Republic, Ecuador, England, Ireland, Italy, Japan, multi-country, Scotland, South Africa, South Korea, Spain, and Thailand
  - **Program Highlight: Summer on the Italian Coast**
    - Study Italian, marine biology, volcanology, international tourism, and sustainability by day, and retreat to the romantic piazzas overlooking the sea by night. The Sant'Anna Institute encourages students to become members of the community during their time abroad. Local shop owners will come to know you as a local, with your discount card that's valid at a number of stores and restaurants in Sorrento. Participate in a variety of civic engagement and service learning opportunities to get involved in the local community.
  - **Program Highlight: Summer in London (University of Roehampton)**
    - Live on in the heart of southwest London for a summer on the lush Harry-Potter-esque campus of the University of Roehampton. Renowned for its Performing Arts and Biological Anthropology departments, the University of Roehampton offers a wide range of classes for students in the liberal arts. Earn credit while discussing a Shakespeare play on a field trip to the Globe Theatre or better understand the effect of the Beatles on British culture by visiting Abbey Road. Relax in the funky vibe of life at Roehampton or spice it up by heading into downtown London.
- **DISabroad - Study in Scandinavia**

- Experience Scandinavia as locals do with cultural and hands-on learning inside and outside the classroom. Course options in Copenhagen and Stockholm. There are over 20+ areas of study - from Anthropology to Biology to Business to Neuroscience and so much more!
- **Freie Universität Berlin International Summer and Winter University (FUBiS)**
  - FUBiS is an intensive, academic program of Freie Universität Berlin through which students can earn credits that may be counted towards their degrees at their home institutions. FUBiS sessions run for 3 to 6 weeks and take place both in summer and winter.
- **IAU (Institute for American Universities)**
  - Program options in France, Morocco, and Spain
  - **Program Highlight:** The Many Faces of France | Maymester Traveling Seminar
    - Join IAU for this multidisciplinary Maymester traveling seminar that will explore various regions of France, researching its history as well as contemporary society and France's position on the world stage. Students will focus on the cultural foundations that make up the complexities of France as we know it today. The program will run in both French and in English and is suitable for students with all levels of French.
- **IES Abroad (The Institute for the International Education of Students)**
  - Program options in the Netherlands, France, New Zealand, Spain, Germany, Argentina, England, South Africa, Ireland, Italy, Japan, Ecuador, Chile, China, Australia, and Austria
  - **Program Highlight:** Vienna Summer - Psychology
    - As the famous psychologist Carl Rogers once said, "This is where all the trouble started!" In Vienna, the birthplace of psychoanalysis and

home to Sigmund Freud and numerous other legendary psychologists, you can experience both the history and practice of psychology from a unique vantage point. Explore the richness of this city's past and present in an academic environment specially designed for the student of Psychology.

- **Program Highlight:** [Freiburg Summer - European Union](#)
  - Our European Union Program allows you to learn about European politics, economics, business, and international relations in a whole new way. You will build your knowledge about the structure, origins, crises, and challenges of the EU in the classroom. You will experience the EU by visiting European destinations and by interacting with officials and other representatives. You will debate the current agenda of the EU by role-playing the EU politicians during the Model EU.
- **ISEP (International Student Exchange Program)**
  - Program options in Belgium, Costa Rica, England, Japan, Germany, Chile, Hong Kong, Spain, Ghana, Czech Republic, Italy, South Korea, and France
  - **Program Highlight:** [Summer in Brussels - Study & Intern](#)
    - Make your resume stand out with an internship in Brussels, home to NATO and the European Union. You can mix and match classes in business, political science, and international relations with a part-time internship and build your professional network. You'll spend 7 weeks in Brussels living with a Belgian family and gain insights into the life of locals. Did someone say fries, chocolate, and waffles? Belgian cuisine is as mouthwatering as its cities are charming!
  - **Program Highlight:** [Summer in Hong Kong](#)
    - Spend your summer in Hong Kong, a financial and cultural hub, studying business and finance,

Mandarin or Cantonese, social sciences, engineering and energy, or Chinese Medicine. Hong Kong offers endless opportunities to enjoy city life but tucked between the ocean and the mountains, it also offers great opportunities to hike or explore Victoria Harbour. Take the ferry to nearby Lamma Island for great beaches, fresh seafood, local markets, and nature trails

- **OSAP (Oxford Study Abroad Programme)**

- Program Highlight: **International Relations Program**

- In this program, International Relations is broadly understood to include comparative government, political history, and international business. The lectures, readings, and class discussions will explore various theoretical perspectives, giving insight into the main actors, institutions, and issues facing the world today. Through the organizing concepts of security, identity, and globalization, the course explores a range of critical concepts, including the role of the nation-state, the rise of international integration, the rise of ethnic and religious regionalism, political violence and terrorism, the causes of war, and the environmental future. Students are also encouraged to explore Oxford and learn about the Oxford system of education, to better understand the various ways that universities might be organized.

- **SFS (The School for Field Studies)**

- Program options in Australia, Bhutan, Cambodia, Chile, Costa Rica, Kenya, Panama, Tanzania, and Turks & Caicos Islands

- Program Highlight: **Forests in the Land of the Thunder Dragon (Bhutan)**

- Explore the rich culture, biodiversity, and dramatic mountain views of the Bhutanese Himalayas. Spend four weeks surveying forests – which cover more than 70% of the landscape,



visiting ancient shrines, and studying issues of conservation and development in one of the most fascinating countries in the world.

- **Program Highlight: Marine Megafauna (South Caicos Island)**
  - Spend your summer studying sharks, turtles, and rays in the waters surrounding the island of South Caicos. In this specialized course, you'll learn about the ecology and conservation of these and other marine megafauna through in-water field lectures, snorkel or dive sessions, and video tracking exercises.
- **SIT (School for International Training)**
  - Program Options in Argentina, Colombia, Czech Republic, Iceland, India, Indonesia, Italy, Jordan, Kenya, Madagascar, Nepal, Netherlands, Panama, Serbia, South Africa, Spain, Switzerland, Tanzania, Uganda and Rwanda
  - **Program Highlight: Renewable Energy, Technology, and Resource Economics (Iceland)**
    - With untapped reserves of enough geothermal and hydroelectric energy, Iceland is the perfect place to learn about renewable energy sources and sustainability. You'll meet with multiple stakeholders connected with the renewable energy sector for a multifaceted view of the country's energy policy and learn about the latest renewable energy technologies. You'll also be immersed in Icelandic culture and language and discover Iceland's untamed landscape from Akureyri, an energy–progressive city at the base of a fjord.
  - **Program Highlight: Peace and Conflict Studies in the Lake Victoria Basin (Uganda & Rwanda)**
    - Uganda and Rwanda offer important case studies on conflict causation, mitigation, and prevention. The war in Uganda ended in 2007, but its political, economic, and social effects are still felt. Survivors and perpetrators of the 1994

Rwandan genocide, which resulted in the deaths of nearly one million people, now live side by side. You'll visit refugee settlements and genocide memorials and examine reconciliation efforts in each country. You will discover what facilitates and hinders the success of these efforts and consider how these cases can inform an understanding of conflict elsewhere.

- **Program Highlight:** [Traditional Medicine and Healthcare Systems](#)
  - In Madagascar, one of the world's globally recognized "megadiverse" countries, traditional medicine is practiced as an available, accessible, affordable, and effective method of healthcare. With flora and fauna not found anywhere else in the world, the nation's unrivaled biodiversity plays a distinctive role in its traditional healthcare practices. From your base in the lushly exotic capital city of Antananarivo, you'll explore traditional and allopathic healthcare, travel to rural areas to learn about ethnobotany, home and folk remedies, and healthcare access, and meet with leading academics, allopathic doctors, and Malagasy students. The Malagasy people are extremely heterogeneous due to their diverse roots in Asia, Africa, the Middle East, and Europe. Along the way, gain a deeper understanding of how religious and cultural beliefs affect communities' approach to healthcare, and journey through world-renowned rainforests and mineral forests in search of rare plants and wildlife.
- [Spanish Studies Abroad](#)
  - Programs options in Spain, Argentina, and Puerto Rico
  - **Program Highlight:** [Practicum in Education – Summer in Seville, Spain](#)

- The Practicum in Education offers students with an interest in teaching and Spanish the chance to gain valuable professional experience over the course of a summer in Seville, Spain. Students enrolled in the Practicum work as Teacher's Assistants in our Center's "English Immersion Playschool" or Teenschool program for Spanish children aged four to sixteen.
- **University of Minnesota Learning Abroad Center**
  - Program options in Senegal, Argentina, Ecuador, Mexico, France, Ireland, Italy, and Spain
  - Program Highlight: [Intensive French in Senegal](#)
    - Study the French language while you explore Senegal, a fascinating country seen as a bridge between Africa and the West.
  - Program Highlight: [Study Abroad in Mexico](#)
    - Improve your Spanish in small classes with dynamic and attentive teachers. Live with a host family. Immerse yourself in the culture of Mexico. Visit ancient Aztec ruins. Explore the Palacio de Cortes and the murals of Diego Rivera.
- **USAC (University Studies Abroad Consortium)**
  - Program options in Chile, China, Costa Rica, Cuba, Czech Republic, England, France, Germany, Ireland, Israel, Italy, South Korea, the Netherlands, Portugal, Scotland, South Africa, Spain, Thailand, and Uruguay

## **International Internships & Research**

Through Lake Forest College's study abroad partners, **students have to opportunity to participate in an international internship**, with most programs offering academic credit. **Please note: these are unpaid internships and do have a program fee.**

Most of the internship programs offer customized internship placements within various fields of interest.

## **Internships are offered through the following partners:**

- [CISabroad](#) (numerous locations)
- [Global Experiences](#) (numerous locations)
- [API](#) (numerous locations)
- [FU-BEST Internship](#) (Berlin, Germany)
- [Arcadia Abroad](#) (numerous locations)
  - Arcadia has some amazing STEM research opportunities for the summer session.
- [CIEE](#) (numerous locations)
- [DIS Abroad](#) (Copenhagen and Stockholm)
  - Research opportunities within the fields of Environmental Studies, Neuroscience, and Health Sciences

## **Tuition-Free and/or Scholarship Programs**

[US-UK Fulbright Commission for Undergraduates](#) Program offers special Summer Institutes for US citizens to come to the UK. These summer programs provide the opportunity for US undergraduates (aged over 18), with at least two years of undergraduate study left to complete, to come to the UK on a three, four, five or six week academic and cultural summer program. Participants in these programs will get the opportunity to experience an exciting academic program at a highly regarded UK University, and have many costs covered. This includes round-trip airfare from the US to the UK, tuition and fees at the host institution, accommodation and meals and in some cases a small daily allowance.

[DAAD RISE](#) is a non-credit summer research internship program for undergraduate students in the fields of biology, chemistry, physics, and earth sciences. It offers unique opportunities for undergraduate students to work with research groups at universities and top research institutions across Germany for a period of 2 to 3 months during the summer. RISE interns are matched with doctoral students whom they assist and who serve as their mentors. The working language will be English. All scholarship holders receive stipends from the DAAD to help cover living expenses, while partner universities and research institutes provide housing assistance.

International REU is a summer research internship program for undergraduate students in the STEM fields. Programs are often sponsored by American colleges and universities, and funded by the National Science Foundation.

The Undergraduate Research Opportunities Program at RWTH Aachen University in Germany fosters research partnerships between qualified undergraduates from the US and research faculty at our university. The program is specifically designed for students who wish to attain hands-on experience in fundamental research at one of the top universities of science and technology worldwide. Research topics are available for students from the biological and physical sciences, business administration, economics, computer science, communication, international relations, psychology, sociology and mathematics.

### **Shedd Marine and Island Ecology Course**

The Shedd Aquarium hosts a 1-credit course on subtropical marine and terrestrial species and ecosystems. Discover how oceanography and water chemistry affect marine habitats and island environments. Develop identification techniques for fishes, reptiles, plants and invertebrates while gaining knowledge of field research while onboard the R/V Coral Reef II in the Exuma Islands. Required pre-departure courses take place on Saturdays during the latter part of the spring semester, with the field experience happening in May.

**You would be charged for one full LFC summer credit plus airfare and a program fee.** For more information, please contact Hilary Wind at [hwind@sheddaquarium.org](mailto:hwind@sheddaquarium.org). **Be sure to complete the appropriate Lake Forest College registration form to participate in this program.** Contact the Global Engagement Office for the appropriate forms.

# Financials

## Exchange Programs

*Quick Note: Only our partner, [ISEP](#) (International Student Exchange Program), offers Exchange programs. All programs outside of ISEP are Direct/Direct-Enroll programs. Furthermore, ISEP offers BOTH types of programs.*

Students who participate in an Exchange program will be billed the following to their Lake Forest College Student Account:

- Lake Forest Tuition
- ISEP Program Fee (includes the cost of Lake Forest College standard room space and meal plan)
- ISEP Exchange Fee (includes the \$100 administrative fee, as well as the student's ISEP deposit and ISEP health insurance)

### **Please Note:**

(from [ISEP's Exchange information webpage](#))

*As a participant on an exchange program, you pay a fee to your home institution based on the cost of regular tuition, fees, housing and meals, thus creating a “space” and set of benefits for an incoming student. Each incoming student makes a similar arrangement at his or her home institution, creating a “space” and a set of benefits for you at your host institution. Abroad, you receive the same set of ISEP benefits covered by the fees that the outgoing student paid to their home (your host) university, when he or she swapped spots.*

*Due to differences in cost of living across the global exchange membership with ISEP programs, housing and meal benefits are always equivalent, but rarely, if ever equal. Students on exchange always receive housing for the full dates of the program, including 19-21 meals per week. Housing types and benefits at home versus host university are not equal in terms of the monetary amount due to variability in scales of economy, government subsidies, location, cost of living, etc.*

## Direct-Enroll Programs

Students who participate in a Direct-Enroll program will be billed the following to their Lake Forest College Student Account:

- Lake Forest College Tuition
- Fees that are billed to the College by the student's program. This fee will be called the GEO Program Fee on the student's Lake Forest bill. This *could* include, but is not limited to:
  - Housing
  - Meals
  - Excursions
  - International Health Insurance
- Study Abroad Administrative fee of \$1,500
  - This fee is lowered to \$1,000 for programs that do not include a meal plan/full meal stipend

Direct programs have their own tuition fee; however, **Lake Forest College covers the program's tuition on behalf of the student.** Students are charged Lake Forest College tuition which is subject to the College's financial aid.

Due to the variety of Direct programs, the GEO Program Fee (mentioned above) for Direct programs can vary from \$1,000 to \$9,500. **Please reach out to the Director for GEO Program Fee estimates for programs of interest.** Some Direct programs are more affordable than staying on campus, and some Direct programs are more expensive. Contact the Global Engagement Office with any questions.

### **Out-of-Pocket Costs**

Not all costs of an off-campus program are billable by Lake Forest College and students will have to pay directly out of pocket.

**Out-of-pocket expenses can include, but are not limited to:**

- Program application fee & deposit

- Lake Forest College does not charge an application fee or a deposit fee for our internal off-campus application (called the GEO application); however, almost every program itself charges for both an application and a deposit fee.
  - Many programs' deposit fee is billed to the College and billed directly to the student's Lake Forest College Student Account.
- Airfare
    - A limited amount of airfare reimbursement awards (up to \$750) will be available to students who participate on an exchange program (not available for Direct programs). Eligible students for the award will be determined by the level of financial need (such as Pell Grant recipients), as determined by the Office of Financial Aid.
    - If a student is participating in a program from our program partner, Webster University, they may also be eligible for a travel award of \$1000 from Webster University to cover the cost of a flight.
  - Meals (if not included as part of the program and/or billable to Lake Forest College)
  - Housing (if not included as part of the program and/or billable to Lake Forest College)
    - Some programs require a refundable housing deposit; this deposit is not billed through the College.
  - Insurance (if required by the program and not billable to Lake Forest College)
  - Visa/Residence permit fees (if applicable)
  - Books/Course materials
  - Daily expenses

## Working Abroad

Due to the host country's visa or residence permit regulations, students are usually not able to work while they are abroad. Students need to take into



consideration when planning for a study abroad program that they **most likely will not be able to work/earn an income while on a study abroad program.**

## Financial Aid

Financial aid can apply for approved semester programs. See our [Off-Campus Study and Financial Aid page](#) for more guidance.

## Scholarships

Lake Forest College is able to offer a variety of scholarships for approved study abroad programs. Please contact the Global Engagement Office for more information.

There are also a variety of external study abroad scholarships. **Students should apply for any scholarships through their specific program if they are eligible.**

Here is a sampling of some external scholarships:

### External Study Abroad Scholarships

#### [Benjamin A. Gilman International Scholarship](#)

The Benjamin A. Gilman International Scholarship Program offers grants for U.S. citizen undergraduate students with limited resources. All students who receive a Federal Pell Grant or provide proof that they will be receiving a Pell Grant at the time of application or during the term of their study abroad program are strongly encouraged to apply. Award amounts will vary based on student's ranking during the selection process, their financial need, and length of the program; **however, the average award is \$4,000.**

#### [Bridging Scholarships for Study Abroad in Japan](#)

The Association of Teachers of Japanese Bridging Project offers 100 scholarships annually to American undergraduate students participating in study abroad programs in Japan.

### [Boren Awards for International Study](#)

Boren Scholarships and Fellowships provide funding for U.S. citizen undergraduate students to study in world regions critical to the future security of our nation and underrepresented in study abroad.

### [BUTEX Scholarships](#)

Students attending a program in the United Kingdom are eligible for this award.

### [Diverse International Women of Color \(DIWC\) Scholarship](#)

The Diverse International Women of Color Study Abroad Scholarship is a nonprofit organization intended to assist women of color who are exceptional in their studies and in need of financial assistance to study abroad.

### [Education New Zealand Scholarships](#)

Education New Zealand manages several outbound scholarships for students who wish to study abroad in New Zealand.

### [Freeman-Asia Awards for Study in Asia](#)

Freeman-ASIA accepts applications from U.S. citizens or permanent residents studying at the undergraduate level at a two-year or four-year college or university who demonstrate financial need to study abroad in East or Southeast Asia.

### [Fund for Education Abroad \(FEA\)](#)

Students with financial need who are participating on USAC or AIFS programs may apply for FEA-USAC Access or FEA-AIFS Access Scholarships of up to \$5,000 and will also be considered for FEA's general scholarships. Students not participating in an AIFS or USAC program may still apply for the FEA scholarships.

### [German Academic Exchange Service \(DAAD\) Undergraduate Scholarship](#)

The goal of this program is to support study abroad in Germany and at German universities.

### [Gilman-McCain Scholarship](#)

The Gilman-McCain Scholarship provides awards of \$5,000 for undergraduate children of active-duty service members to study or intern abroad on credit-bearing programs. The scholarship honors the late Senator John McCain's legacy of public service by enabling undergraduate students to develop the leadership, career readiness, skills, and global perspective to pursue careers of service and contribute to preserving the principles and alliances that are

critical to an international order based on the rule of law, human rights, and democracy.

[Golden Key Study Abroad Scholarship](#)

This scholarship assists Golden Key Members who participate in a study abroad program.

[Go Overseas Study & Intern Abroad Scholarship](#)

Students applying to any study abroad program are eligible to apply for the Go Overseas Study & Intern Abroad Scholarship.

[IIE Generation Study Abroad Travel Grants](#)

This scholarship program is intended to diversify study abroad and to encourage students to go abroad who would otherwise not participate in an international experience as part of their college education, especially in support of high-achieving, low-income students.

[ItaliaRail's Italy Study Abroad Scholarship](#)

Students applying to any study abroad program in Italy are eligible to apply.

[Rotary International Scholarships](#)

Rotary clubs offer scholarships for undergraduate studies that can often be used for study abroad. Follow the link to find your local Rotary club.

[Scott's Cheap Flights Study Abroad Scholarship](#)

This scholarship was created to help more students learn, travel, and explore the world through study abroad.

[The U.S.-Japan Council Toshizo Watanabe Endowed Scholarship](#)

U.S. students attending a program in Japan may be eligible.

# Policies

## Eligibility

In addition to the requirements set by each specific program, Lake Forest College has its own eligibility requirements.

### **To be eligible to participate in a GEO program:**

- Have good academic, disciplinary, and financial standing with the College
  - A student who will be under probation during any portion of their off-campus program is not eligible to study off-campus.
  - A student may have a financial hold when they complete their GEO application, but they have to resolve the hold before they are eligible to participate in their program.
- Maintain a minimum of a 2.7 GPA for semester programs or a 2.5 GPA for summer programs
- Have at least 2nd-semester sophomore status (at the time the student participates in the program)
  - For transfer students, students have to be on campus at least one semester before their intended off-campus program.

- Meet all College deadlines for applications and pre-departure requirements
- Demonstrate the maturity, independence, and readiness to participate in a program, as shown by approvals from the academic advisor(s) and the Dean's Office in Campus Life
- Must be a full-time student (not taking courses on a part-time basis) to participate in a semester program; part-time students can participate in a summer program.

**Please note:**

- Students may not participate in a GEO program in their first semester back after a Leave of Absence, Judicial Suspension, or Medical Withdrawal without an appeal to the Director of GEO.
- If the student is withdrawing from the College to participate in a non-approved off-campus program, they will have to have one semester back on Lake Forest College's campus before they are eligible to apply for a College-approved off-campus program.

*Being deemed eligible by the College does not guarantee a student will be accepted by a host program or host university.*

Appeal Process

The Academic Appeals Board is unable to consider cases of students denied by non-Lake Forest program hosts.

**You must copy the Director of the Global Engagement Office on all emailed appeals.** Your academic advisor must also send the AAB a written statement of support.

Approval by the Academic Appeals Board (AAB) is required if:

- You have selected a summer program not LFC's approved summer program list. This will also require GEO Approval.
  - Approval for a semester program not on the approved list requires an appeal to the Curricular Policies Committee.
- You intend to complete more than three total terms off-campus (2 semesters on GEO programs, plus 2 semesters in the Loop).

## Location Eligibility

Programs are reviewed for safety reasons due to their locations and/or government warnings. LFC uses the [Department of State's Travel Advisories](#) to help assess a location's safety. **Students cannot participate in a program that is in a location with a Travel Advisory Level 3 or 4.** Contact the Global Engagement Office for more information on safety concerns.

## Ineligibility to Participate in GEO Programs

Students may be declared ineligible in the GEO application process to participate in a study abroad program based on the recommendations of their academic advisor or the Dean of Students Office, as well as if the student fails to meet certain GEO deadlines, fails to attend the required Pre-Departure Orientation, or fails to submit required off-campus documents.

Students should **note that all approvals to participate in a GEO program are conditional on the basis that a student must remain in good academic, judicial, and financial standing.** Should a student go on academic or disciplinary probation at any time before or during their off-campus program, or if the Dean of Students Office believes that the student should no longer participate, any approval will be rescinded. A student cannot participate in a GEO program if they have a financial hold on their LFC student account.

Students declared ineligible to participate in a GEO program will be removed from the roster. Students will be responsible to their program host(s) for any withdrawal fees and may lose non-refundable deposits, airfare costs, or other cancellation costs. **The College will not refund or reimburse students for these or other costs. If the College paid tuition or other charges to the program on the student's behalf, those charges will be placed on the student's Lake Forest College student account and will become the responsibility of the student to pay.**

Participation in a program without approval from the Global Engagement Office or while ineligible to study off-campus will mean that any credits earned on the program will not transfer to Lake Forest College, and financial aid will not be applicable to the program.

## Program Participation

## Program Limitations

Students are *eligible* to apply for two GEO-approved semester-long programs and they need to keep the following information in mind:

- Summer abroad programs and The Lake Forest In the Loop Program are not included in this limitation.
- Students may complete two non-consecutive semesters abroad on different programs, but one of them must be an Exchange Program.
- Students can complete two consecutive semesters abroad ONLY if it is the same exchange program. Exceptions to this policy can only be made on a case-by-case basis.
- **A 2nd semester abroad is not guaranteed.** Approval for a 2nd semester abroad is dependent on the Global Engagement Office's resources, even if a student meets all eligibility requirements.

## Non-Approved Programs

Students who wish to participate in a program that is not on our approved list must appeal to the Global Engagement Office. **These appeals will only be reviewed if allowed by the overall College budget and the Global Engagement Office budget.**

To file an appeal, the student must currently be in good judicial standing and meet the current eligibility requirements set by Lake Forest College.

The appeal must show that the outside program is fundamentally different than those offered in the current portfolio and must outline:

- Strong academic justification for choosing an outside program
- Academic rigor and quality of the program
- Appropriateness of the student's plan to their overall academic plan/major
- Strength of student's preparation at Lake Forest College
- Level of cultural immersion or integration in the host country and, where applicable, linguistic immersion

Depending on the program, further approval from the College's Curricular Policy Committee may be required. If added, the student would pay their

normal Lake Forest tuition + a program fee, and financial aid would be transferable to the new program.

If denied, the student would have to **withdraw from the College to participate in the program.**

*\*Semester at Sea is a non-approved program and students cannot file an appeal for this program.*

### Behavior on GEO Programs

Students are held to the Lake Forest Student Code of Conduct and any conduct codes of their host program while participating in their GEO program. Students who break the code of conduct on their program will face a conduct hearing, either while abroad or upon their return to Lake Forest.

### Academic Workload

Students must remain full-time students while participating in a semester program, which is the equivalent of being enrolled in 3.0 to 4.5 Lake Forest credits. Falling below 3.0 credits will mean that the student is not eligible to receive aid. For F-1 international students, this also means that you will fall out of status with your F-1 visa.

Students should note that they may be taking more or fewer courses than they do on Lake Forest's main campus. This can mean as few as 2 "tutorials" at Oxford, or as many as 10+ short courses in Japan.

See the Registrar's Office to determine the equivalent number of credits for your programs of interest.

### Pre-Departure Orientation

All Lake Forest College students participating in a GEO program must participate in the mandatory pre-departure orientations. Failure to participate in orientations makes a student ineligible to participate in the GEO program.

### Course Approvals

All students must get their courses approved before departing on a GEO program with the College's course approval form. These must be turned, at the latest, into GEO before the last day of the term prior to the term abroad. If a student officially enrolls in courses after the College's course form is due



and there are time conflicts/the student cannot register in their pre-approved courses, updated approvals can be done over email.

A student's academic advisor must approve all courses so that they can ensure that a student will stay on track to graduate on time. Advisors may approve courses to count for graduation or general education credit. A department or program chair must sign off on all courses that are to count for a major or minor.

### Requesting Accommodations

Students approved by GEO who are requesting accommodations must be registered with Accessibility Services on Lake Forest's campus. **Students may be able to receive accommodations abroad, but the options may be different and/or more limited than they are at Lake Forest College.** Please see GEO and Accessibility Services before submitting an application to explore programs that may be the best fit.

### Program Cancellation

Students should work with their specific program provider, if not Lake Forest faculty-led, to determine the cancellation policy to understand what happens if a program is cancelled before a program begins or during a program. Students may want to work with an insurance provider to help with travel costs, and Lake Forest will assist students in obtaining credit, when possible.

### Program Withdrawal

If a student withdraws from a program and the College has already paid non-refundable fees on behalf of the student, the student will be billed by the College for the non-refundable fees.

### F-1 Students

F-1 international students can study "abroad" on an ISEP exchange program in their home country. Students are also responsible for ensuring that their U.S. F-1 visa remains in good status.

### Credit and Transcripts

Students must complete all requirements from GEO, including pre-departure course approvals and returnee surveys, in order to have their off-campus grades appear on their Lake Forest College transcript.

## **Remote Courses**

Students may not take remote courses at Lake Forest College while they are participating in their off-campus program. Exceptions can be made on a case-by-case basis.

### Program Credit

Students will earn Lake Forest credit for Lake Forest College-approved semester programs. Since Lake Forest College has a unique credit system, it is extremely rare for a course abroad to have the exact credit equivalent as 1.0 Lake Forest credit; however, students can still take the *equivalent* of 3.0 to 4.5 Lake Forest credits. For most programs, students take 5 to 6 courses to receive the equivalent of 4.0 Lake Forest credits. **Students can be awarded a maximum of 4.5 LFC credits for their semester abroad.**

Course titles and grades will appear on the student's Lake Forest College transcript and be considered Lake Forest credit. However, the **grades will not count toward the GPA except for Dean's List and honors calculations**. Students may not opt to take these courses as Pass/NoPass through the College, but may elect to do so if allowed by their host program. Not all host programs allow Pass/NoPass, and students should confirm with their departmental advisor at Lake Forest to determine whether their department will accept Pass/NoPass courses toward the major or minor.

Participants in any other programs, including summer programs, will earn *transfer* credit for courses completed with grades of C- or better. **All programs must be approved by the College before transfer credit can be earned**; certain programs may have been pre-approved for transfer credit and students can consult with the Global Engagement Office for details. Course titles and grades earned for transfer credit will appear on the College transcript, but those grades will **not be calculated in the GPA except for honors calculations**. Transfer credit is not eligible to count for Dean's List.

## Grading Policy

Different programs/host institutions may have different grading policies than those at Lake Forest College, and Lake Forest College is not able to change your abroad grade.

Students cannot choose to withdraw from a course after the grade has been received, nor ask the Registrar to not post one of the courses.

The College cannot change student grades received on outside programs to Pass/NoPass.

## Program Transcripts

Some programs send a student's transcript a few weeks after the program is complete, and some send the transcript months after the program. Please contact GEO with questions about a program's transcript timeline.

There are a few programs where the student has to complete a specific form or procedure before the program will send GEO the transcript.

## Costs and Financial Aid

Lake Forest College uses a 'Home Tuition' model for GEO programs, which means that students are charged their LFC tuition for all LFC-approved semester programs.

**A student receiving financial aid (scholarship, grant, loan) at Lake Forest may be able to use that aid for an approved semester program.** Please see the Financial Aid Office to determine your anticipated out-of-pocket costs. Please see our [Off-Campus Study and Financial Aid page](#) for further guidance, as well as the [Study Abroad Financials page](#).

### **CIC Tuition Benefit students:**

- *For your full tuition benefits to apply for a study abroad, you must participate in an ISEP Exchange program. The CIC TEP does not extend to study abroad and off-campus programs.*

**THERE IS NO LAKE FOREST FINANCIAL AID FOR ANY SUMMER PROGRAM.** Students pay the program organization/host institution directly for summer programs. Some partner programs or national competitions may

provide financial assistance for summer programs. Contact the Global Engagement Office for assistance.

Students may carry financial aid to a total of two LFC-approved semester programs (not including Lake Forest College in the Loop). **If a student participates in two semesters, one of those semesters MUST be an Exchange.**

Students who earn credit from an approved GEO program *and* whose financial aid has been applied to that program may not drop—in whole or in part—any such credit without also fully reimbursing the College for all aid transferred to that program.

Students intending to participate in a semester program that is not an LFC-approved semester program will not be able to transfer their aid.

**If a student becomes ineligible to participate in an off-campus program, they will pay the College back for any fees that the College paid on their behalf.**

# Academic Policies

## *Definition of a Lake Forest Credit*

Lake Forest credit is earned, recorded, and tallied by courses rather than by semester credit hours. For the purposes of definition and transfer of credit, a Lake Forest course is valued at four semester credit hours or six quarter credits. A Lake Forest semester lasts 15 weeks (14 weeks of classes plus a 5-day final exam period). The Lake Forest calendar also includes three four-week summer sessions. Regardless of the term, each regular Lake Forest course delivered in person (1.0 Lake Forest credit) includes at a minimum the equivalent of forty-two 50 minute instructional hours per term. Remote and hybrid courses require regular and substantive interaction with the professor during the term to maintain the same rigor, quality, and integrity as fully in-person courses. Students are expected to devote a minimum of three hours of out-of-class work for each hour in class. Courses that include additional class meeting times, laboratories, or discussion sessions may require proportionately less out-of-class work. Semester-length Lake Forest courses carrying 1.0 course credits should require students to devote a minimum of 12 hours of total work per week (in-class time plus out-of-class work). Full-credit courses taught during shorter periods of time (e.g., during summer session) should require an equivalent amount of work as a semester-length course. Courses offered for fractional course credit (e.g., 0.5 or 0.25 course credits) should require an appropriate proportion of the total workload of a full credit semester-length course.

**Internships:** For each credit, approximately 150 hours of on-the-job experience is required. Students are also required to complete a substantial paper, a project, or a study on issues related to the internship as well as a reflective paper on the internship. The number of hours of on-the-job experience may be proportionately reduced if the internship involves significantly more written or creative work, as required by the Internship Supervisor.

**Practica:** a minimum of 40 hours of work is required for 0.25 Lake Forest credit. Independent Studies do not have established meeting dates/times. The learning objectives and academic requirements for these courses are determined by the faculty member and the student, with the expectation that the total work completed will approximate that required for a regular Lake Forest course receiving 1.0 Lake Forest credits (as defined above).

### *Course Load*

A normal course load for a degree-seeking student is four course credits per semester (the equivalent of 16 semester credits), but a student may choose to take any load between three (the equivalent of 12 semester credits) and four and one-half course credits (the equivalent of 18 semester credits) to be granted full-time status. Students also may be non-degree-seeking students or attend the College part-time, with commensurate charges. Courses in education that are required for certification but not credited toward a degree, private music lessons or music ensembles may be added to the normal course load. Consult with the Registrar for complete information regarding credit for these courses.

For the purposes of federal financial aid, full-time status is defined as 3 or more Lake Forest credits (the equivalent of 12 or more semester credits); three quarter time is defined as between 2.1 and 2.99 Lake Forest credits; half-time is 2.0 Lake Forest credits and less than half-time status is fewer than 2.0 Lake Forest credits. See "[Financial Aid](#)" for further information about federal and state grants

An overload is any course load in excess of 4.5 credits in a given semester. With the permission of the advisor, a student may register for an overload if the total is not greater than five course credits in any semester. (See "[Tuition and Fees](#)" for course overload fee.) A student has full-time status if he or she is registered for at least three course credits (the equivalent of 12 semester hours) per semester. Students must register for a full course load for the entire year, unless they are seniors needing less than a full course load to graduate on time.

### *Credit Distribution*

Exceptions to the following rules may be granted only by the Academic Appeals Board.

Of the 32 credits required for graduation, the following rules apply:

- At least 8 but no more than 15 must be taken in the student's major field. More than the minimum of 8 may be required.

- A student may not take more than 15 credits, including internships, in any single discipline (as listed in the College Catalog under the heading *Major and Minor Programs*).
- No more than 16 transfer credits (60 semester hours) may be counted toward Lake Forest College degree requirements.

Twelve of the last 16 credits, and 4 of the last 5 credits, earned before degree completion must be Lake Forest College credits. A student may petition the Academic Appeals Board for an exception to either of these rules. Students interested in studying off campus in their last semester should consult with the Director of Off-Campus Programs.

#### *Academic Standing and Progress*

Students are considered in good academic standing if they are not currently on academic [suspension or dismissal](#).

Students with fewer than seven completed Lake Forest credits are classified as first-year students. Those with at least seven Lake Forest credits are classified as sophomores, those with at least 15 Lake Forest credits as juniors, and those with at least 24 Lake Forest credits as seniors. Normally, a full-time student who takes four credits each term is expected to fulfill graduation requirements within four years. While students are encouraged to work closely with their academic advisors and to heed the advice of the registrar's Office to make sufficient progress to complete degree requirements, students are ultimately responsible for keeping abreast of their degree requirements.

#### *Registration in Courses*

Enrolled students are allowed to pre-register each spring for the next academic year. Students who have pre-registered by the end of spring term will be given first priority in courses for the coming year. First-year students have an opportunity to register for fall semester during the summer preceding their entrance to the College. The spring registration plans are formally completed during designated registration periods in the fall. Prior to the spring semester, additional days are scheduled for confirming or changing registration plans for that semester.

## *Course Changes and Withdrawals*

During a designated registration period, a student must make any changes in registration using the online registration system provided on my.lakeforest and have those changes approved by an advisor (also on my.lakeforest). If this procedure is not followed when a student wishes to drop one course in favor of another, a grade of F will be recorded for the course in which the student is officially registered, and the student will not receive credit for the other course.

Because the full-time course load is defined as 3 to 4.5 course credits per semester, a full-time student is permitted to reduce his or her registration to fewer than 3 course credits during a semester-in-progress only with prior written approval of his or her faculty advisor and the Dean of Students. Within the Add/Drop Period of the semester, a course withdrawal is regarded simply as a permissible change of registration. Only the courses in which the student remains registered will appear on the transcript.

In a regular semester course (15-weeks), the last day for approved withdrawal from a course, including authorized Medical Withdrawals, will be the last day of classes. Withdrawal results in a W grade. A student may not withdraw from a course after the last day of classes (that is, during the reading or examination periods).

If a student ceases to attend class and fails to withdraw officially from that course (including physical education) in which the student is officially registered, the student will receive a failing grade for that course. (See [“Withdrawal and Readmission”](#) for more information)

### **Reduction of load to fewer than 3 courses**

Full-time students will not normally be permitted to reduce their course load to fewer than three course credits in any semester. A reduction in course load may affect their eligibility for financial aid and their participation in organized sports. The Director of Residence Life has the right to suspend on-campus housing when students reduce their course load to part-time.

### **Exceptions**

An exception to the usual policies concerning course withdrawals may occur when a student has been brought before the Academic Honesty Judicial Board. The student is permitted to withdraw, through the last day of class,



from a course in which a charge of violating the academic honesty policy has occurred. But if the Board determines that a violation has occurred in that course, any penalty imposed will take precedence over the course withdrawal.

- When a student is penalized with failure of the project, assignment, or paper, the faculty member will record the zero in determining a final course grade. A student withdrawing from a course with a passing course grade (as determined by the faculty member) will earn a W, while a student withdrawing from a course with a failing course grade will earn an F, regardless of when in the semester the withdrawal may have taken place.
- When a student is penalized with failure of the course, the recorded grade will be F, rather than WF, regardless of when in the semester the withdrawal may have taken place.

### **Refunds for withdrawal from courses**

Any combination of courses ranging from 3 to 4.5 credits is regarded as a full load and regular full-time tuition applies. There are no refunds for course load changes within this range of credits. Students registering for fewer than 3 credits per term with the permission of the Dean of Students will be charged at a per-course rate. (See "[Refunds](#)" under "[Tuition and Fees](#)" for more information.)

#### *Attendance*

Classroom activities are an integral and important part of the learning experience. Therefore, it is expected that students will attend class meetings. Each member of the faculty has the prerogative of establishing specific attendance policies that in his or her opinion are best suited to the course. Faculty members are required to publicize such policies to the class in writing at the beginning of the course.

Students who miss class meetings because of participation in a "College-approved event" – so designated by the Dean of the Faculty – are officially excused but will be expected to make up any work missed and will be allowed to do so in a manner approved by the faculty member whose class was missed. If, in the judgment of the instructor, making up the work missed is not feasible, the student may not be penalized for the absence from the class.

In cases when students miss a class for any reason other than to participate in an event previously designated by the Dean of the Faculty as “College-approved,” only the individual professor may “excuse” the absence. If a professor has deemed a student absence is “excusable,” the Dean of Students’ office will document the absence for the professor if necessary. In cases in which the absence is related to a disability, the student is responsible for documenting the disability with the Assistant Dean of Faculty for Learning Support and requesting a reasonable accommodation (See: Services for Students with Disabilities).

#### *Auditing of Courses*

Students who wish to acquaint themselves with a subject without receiving credit may audit a course with the permission of the instructor. Auditors are not subject to the requirements of the course, but they are expected to participate seriously. There is no audit fee for full-time students; part-time students are charged a minimum amount per course. Examination for course credit is not permitted in an audited course.

#### *Final Examinations*

By faculty regulation, no test may be given prior to its originally designated time. Only the Dean of the Faculty may grant exception to this rule and only at the request of the faculty member.

A term paper may be assigned in lieu of a final examination in a course, but in such cases students are entitled to have until the end of the scheduled examination time for a course to submit their term papers. If not returned immediately to students, examination papers, particularly final examination papers and term papers, are to be kept by faculty members for at least one term before being destroyed, so as to be available for review by students. Papers from the spring term are to be kept through the fall term.

# Withdrawal and Readmission

## LEAVES, WITHDRAWALS, AND RETURNING TO THE COLLEGE

A personal or medical leave of absence is granted to a student who needs to take a temporary hiatus from their academic career but intends to return to Lake Forest College as soon as is possible. Students requesting a personal or medical leave must be in good standing with the College (i.e. without an academic or disciplinary suspension or dismissal). Academic or disciplinary suspension or dismissal takes precedence over a Leave of Absence in determining a student's status and official reason for leaving the College. Any departure from the institution may cause the student's class year to change, which may affect registration, room selection, or other processes.

### Personal Leave of Absence (PLOA)

A Personal Leave of Absence (PLOA) is a non-academic, one-semester departure from the College. Without exception, a PLOA must be requested by the student, in writing, and approved by the Office of Campus Life prior to the first day of class for the semester in which a student is requesting a leave. Only one Personal Leave may be granted to a student in a 12-month period (180 days per federal regulations); on occasion, exceptions for international students with military service obligations can be requested. Students who are currently on Medical Leave, Suspension, Dismissal, or who are Withdrawn from the College cannot be awarded a Personal Leave for the following semester.

A student who is granted a PLOA has the following privileges and must comply with the following expectations:

- The student remains enrolled at the College and may not take courses at other colleges/universities while on a Personal Leave.
- The student remains in an "in-school status" for federal student loan repayment purposes. That is, repayment of a federal student loan would be in deferment.
- The Lake Forest College financial aid package would continue when the student returns, without re-evaluation.
- The student should participate in the College's course registration processes to ensure a schedule is established for the following semester.

- The student will reserve their place in any College courses for which they are registered in the following semester, provided they have completed the necessary pre-requirements for the course(es).
- The student retains their academic advisor, unless the advisor is unavailable for reasons outside of the College's control.
- The student retains their Lake Forest College email and must comply with the Acceptable Use of Information Technology Resources Policy.
- If the student is enrolled in the College's student insurance plan, the student relinquishes their insurance plan (unless they are departing before the spring semester and had already paid in full for the academic year).
- The student can register for summer courses at the College.
- Any room assignments (if applicable) will be cancelled and not reserved.
- The student can participate in the room selection process for the following semester.
- The hiatus from the College is not listed on the student's transcript unless the student requests the relevant notation from the Office of the Registrar.
- The student does not need to make a new deposit to return to the College.

To request a PLOA , the student must email the [Dean of Students Office](#) ([studentaffairs@lakeforest.edu](mailto:studentaffairs@lakeforest.edu)) with the reason for the request. The Dean of Students (or designee) may schedule a meeting or phone call to clarify the request before approval. Students requesting a Personal Leave should also:

1. Check with the [Financial Aid Office](#) to protect future eligibility of scholarships, grants, and/or student loans.
2. Clear [Student Accounts](#) to ensure a smooth return to campus.
3. Return any College keys to [Residence Life](#) staff or Facilities Management, as applicable.

4. Resident students must be officially checked out of the residence hall by a member of the Residence Life staff. No storage is available on campus.
5. International students must discuss any proposed leave of absence with the [Office of Intercultural Relations](#) prior to the start of the leave.

If a PLOA is approved, the student will receive email notification from the Dean of Students Office. The student's academic advisor and other relevant campus departments will also be notified.

If the student does not return for the semester immediately following an approved PLOA, the student must either a) request and receive approval for a Medical Leave of Absence for the subsequent semester (see "[Medical Leave of Absence](#)" below) or b) the student will automatically be Withdrawn from the College, with the withdrawal date specified as the last day the student attended classes. See below for the characteristics of a Withdrawal and the relevant readmission processes.

#### Medical Leave of Absence

A student may request a Medical Leave of Absence prior to – or during – a semester. The last date for a Medical Leave of Absence to be requested during an active semester is the last day of classes (before reading day(s) and the final exam period). A Medical Leave of Absence is allowed only where the Dean of Students' designee (typically the Assistant Dean of Students/Director of Health and Wellness) judges that serious illness has inhibited the student's ability to continue enrollment in their classes and requires the student to leave the College for proper treatment. Students who are currently on Suspension, Dismissal, or who are Withdrawn from the College cannot be awarded a Medical Leave of Absence for the following semester.

The Medical Leave of Absence is granted by the College when the student intends for the departure to be temporary, with a return to Lake Forest College as soon as is possible (see the process for returning below). However, the federal government classifies a Medical Leave of Absence as analogous to a Withdrawal from the College, which means that certain privileges and expectations differ from the Personal Leave of Absence outlined above. In contrast to a PLOA, a Medical Leave of Absence can extend beyond one semester for any duration.

A student who is granted a Medical Leave of Absence is afforded the following privileges and must comply with the following expectations:

- The student is considered unenrolled from the College.
- The student must begin repayment of federal student loans immediately.
- The Lake Forest College financial aid package would continue without re-evaluation, but the student must file a FAFSA per the deadline to maintain federal financial aid (if applicable).
- The student may apply federal financial aid funds toward courses at other colleges/universities.
- The student may take courses at other colleges/universities while on Medical Leave, and (with approval) transfer them to Lake Forest College.
- The student cannot hold their place in any College courses for which they are registered in future semesters.
- The student retains their academic advisor, unless the advisor is unavailable for reasons outside of the College's control.
- The student retains their Lake Forest College email and must comply with the Acceptable Use of Information Technology Resources Policy.
- If the student is enrolled in the College's student insurance plan, the student relinquishes their insurance plan (unless they are departing before the spring semester and had already paid in full for the academic year).
- The student is eligible to register for summer courses at the College, if the process of requesting to return has been completed and approved in advance.
- Any room assignments (if applicable) will be cancelled and not reserved.
- The student cannot participate in the room selection process for the following semester.
- The student cannot participate in the course registration process for the following semester.

- The hiatus from the College is not listed on the student's transcript unless the student requests the relevant notation from the Office of the Registrar.
- The student will receive a "W" notation on the transcript for any courses in progress at the time of the Medical Leave.
- The student does not need to make a new deposit to return to the College.

To request a Medical Leave of Absence, the student should submit a written request to the Assistant Dean of Students/Director of Health and Wellness. The letter should explain:

1. the reason for Medical Leave,
2. the anticipated treatment that the student will seek while away,
3. the student's desired date of return, if known at the time of request.

Then, the student must meet with the Assistant Dean of Students/Director of Health and Wellness for an individualized assessment of the student's request for a Medical Leave of Absence.

In some instances, the Assistant Dean of Students/Director of Health and Wellness will request documentation from a licensed medical provider detailing the reasons for the Medical Leave of Absence; all medical documentation is confidential and is kept in a secure file in the Health and Wellness Center.

Students requesting a Medical Leave should also:

1. Check with the Financial Aid Office to protect future eligibility of scholarships, grants, and/or student loans.
2. Clear Student Accounts. College refund policies apply for departures during the semester and the refund schedule is published online. Resident students will be charged on a pro-rated basis for any room and board usage.
3. Return all College keys to Residence Life staff or Facilities Management, as applicable.
4. Resident students must submit a housing cancellation form and be officially checked out of the residence hall by a member of the

Residence Life staff within 48 hours of their leave being processed. No storage is available on campus.

5. International students must discuss any proposed leave of absence with the Office of Intercultural Relations prior to the start of the leave.

If a Medical Leave is approved, the student will receive email notification from the Dean of Students Office. The student's academic advisor and other relevant campus departments will also be notified.

Students who wish to return to the College after a Medical Leave of Absence when they are well enough to resume their studies must make a request to return via e-mail to the Dean of Students Office at least four weeks prior to the semester in which the student would like to return. The request to return includes two components:

1. The student should ask their off-campus, licensed, medical provider to provide documentation in support of the student's return to the Assistant Dean of Students and Director of Health and Wellness. This medical documentation should answer the following questions:
  - Is the student able to return to campus and independently manage their condition?
  - Is the student able to live independently in a residence hall environment?
  - What recommendations does the medical provider offer with respect to issues such as course load, residence hall assignment, and continued treatment, in order to support the student's successful return to his or her academic program?
2. The student should meet in person or via telephone with the Assistant Dean of Students/Director of Health and Wellness in order for the College to conduct an individualized assessment of the student's readiness to return to degree-seeking student status. In some instances, the Assistant Dean of Students/Director of Health and Wellness may request additional documentation from a medical professional beyond what has been submitted, and/or ask the student to sign a release to allow communication with the outside provider, in order to make a more informed decision.



## *Withdrawals*

A Withdrawal or an Administrative Withdrawal signifies an official departure from the College. Any student who wishes to return to the college must apply for [readmission \(see below\)](#).

In a situation where a student is withdrawing/withdrawn from the College, and is then subject to College action such as an academic or disciplinary suspension or dismissal, the suspension or dismissal will take priority over the withdrawal when the College notates a student's status and official reason for leaving the College.

### *Withdrawal*

A student may choose to Withdraw from the College prior to – or during – a semester. A Withdrawal applies to a student who intends to leave the College due to, for instance, transferring to another college/university or a pause in their academic career.

A student who is granted a Withdrawal is afforded the following privileges and must comply with the following expectations

- The student is considered unenrolled from the College.
- The student must reapply to return to the College.
- Repayment of Federal Student Loans will begin immediately.
- The student may apply federal financial aid funds toward courses at other colleges/universities.
- The student may take courses at other colleges/universities while Withdrawn, and (with approval) transfer them back in, but only if readmitted to the College.
- The student cannot hold their place in any College courses for which they are registered in future semesters.
- The student relinquishes their academic advisor.
- The student relinquishes their Lake Forest College email.
- If the student is enrolled in the College's student insurance plan, the student relinquishes their insurance plan (unless they are departing before the spring semester and had already paid in full for the academic year).

- If the student wishes to register for summer courses at the College, the student must be approved for regular readmission in advance of the summer term.
- Any room assignments (if applicable) will be cancelled and not reserved.
- The student cannot participate in the room selection process for the following semester.
- The student cannot participate in the course registration process for the following semester.
- The student will receive a “W” for all courses they are passing at the time of the Withdrawal. The deadline to withdraw from a course is the last day of classes in any given semester.

To request a Withdrawal, a student must:

1. Complete and submit the Withdrawal Form and submit the Exit Survey.
2. International students must discuss a withdrawal from the College with the Office of Intercultural Relations prior to the withdrawal.

The official date of withdrawal is usually the last date that the student has attended classes. College refund policies apply for departures during the semester and the refund schedule is published online. Resident students will be charged on a pro-rated basis for any room and board usage. Students approved for a Withdrawal who live on campus must move out and check out of their residence hall within 48 hours.

Failure to follow the Withdrawal procedures will result in the student’s transcript reflecting the grades earned in enrolled courses (including Fs for failures).

#### Administrative Withdrawal

In rare instances, a student may be Administratively Withdrawn from the College by the Dean of Students if the student is not fulfilling their academic obligations (e.g., not attending classes or completing academic work) and they have ignored institutional efforts toward resolution. A student who is Administratively Withdrawn by the Dean of Students for this reason will receive a WA on the transcript for that semester’s courses. WA indicates that the student was involuntarily withdrawn from the College due to abandonment of academic responsibilities.

Before an Administrative Withdrawal is assigned, the Dean of Students or designee will encourage the student to apply for a voluntary Withdrawal from the College.

In the case of Administrative Withdrawal, typical withdrawal policies will apply (see above).

#### *Other Departures from the College*

##### Program Leaves

A student may enroll during the fall or spring semester for one course at another institution while remaining registered for three courses at Lake Forest for that term. If approved by the student's advisor, the program must be checked with the registrar to assure transferability of the work. If the work is satisfactorily completed with a grade of C- or better in each course, and the credits are transferred to Lake Forest College, the student will be reimbursed for the per-course cost of the tuition at the other institution up to the per-course cost of tuition at Lake Forest College for the same period.

##### Dual Degree Partnerships

A student may gain admission to a dual-degree partnership where the student departs Lake Forest College before graduating to enroll at a partner institution in order to earn an advanced degree. The student and their academic advisor must coordinate with the Registrar's Office to pursue and establish this partnership.

##### Academic Suspensions and Dismissals

[See the section on academic probation, suspension, and dismissal](#) for more information about College-initiated separations from the College for academic reasons. In cases of suspension for academic reasons, students are not eligible for readmission for at least six calendar months. A student may be readmitted only once; a second suspension for academic reasons is known officially as an Academic Dismissal and becomes a permanent separation from the College for academic reasons. Academic probation, suspension, dismissal, and readmission are noted on the student's official academic record and appear on transcripts sent outside the College.

##### Conduct Suspensions and Dismissals

See the Student Handbook for more information about College-initiated separations from the College for conduct (disciplinary) reasons, including but

not limited to violations of residential policies and the Academic Honesty Policy. In cases of suspension for these or other disciplinary reasons, eligibility for readmission is stated at the time of suspension. A conduct dismissal is a permanent separation from the College. Conduct suspension and dismissal are noted on the student's official academic record and appear on transcripts sent outside the College.

#### Readmission

[Learn more about the readmission process.](#)

Students who wish to return to the College after a Withdrawal must seek readmission by formally reapplying. Students who seek readmission after two or more consecutive semesters away must comply with the Catalog requirements in effect for the academic term under which they are readmitted. Students who return after fewer than two full semesters have the option of conforming to the Catalog requirements under which they originally matriculated to the College.

Applications are expected to be submitted a minimum of four weeks prior to the start of the semester in which the student is applying to return.

1. an application through Slate, the Admission software, indicating the semester for which they hope to return
2. responses to the following questions in the Slate application:
  - The reasons and circumstances for the student's departure from Lake Forest College.
  - A description of the student's activities since leaving the College, focusing on employment and college-level academic work.
  - A plan for future study at the College, including what changes have occurred since the withdrawal that have prepared the student to resume their undergraduate program of study.
3. an official transcript of any undergraduate academic work completed during the Withdrawal, sent to the Office of Admissions.

Students who are reapplying must pay all accounts in full. Once accepted for readmission, the student must also submit another \$200 deposit, and may apply for financial aid, as appropriate.

# Grades and Academic Records

Students shall be evaluated by their instructors solely on the basis of their academic performance, not on their opinions or conduct in matters unrelated to academic standards.

## Grades

The College employs an A, B, C, D, F grading system. Faculty may append a plus or minus to all grades A through D, with the exception that there is no grade of A+. The grade of A is awarded for work of outstanding quality. The grade of B indicates good work, C satisfactory work, D marginal work, and F failure. A department may require a minimum grade in courses prerequisite to more advanced work.

## Pass-No Pass Option

Students may choose the option of receiving a notation of P (Pass) to indicate a grade of D– or better in any course they take. Under this option, grades of F are recorded on the transcript as NP, which indicates that the student did not pass. NP grades are not factored into a student's grade point average (GPA). Application for this option must be made before the last day of the 11th week of classes in a 15-week course. Approval of the student's advisor is required. No more than four credits with grades of P or NP based on this policy may appear on a student's transcript at any one time. This excludes credit-bearing activities that are by default graded on a Pass-No Pass basis, such as internships and some practica. Students may choose to change a grade of P or NP on their transcript back to a regular letter grade at any time before the final degree audit for graduation by submitting the appropriate form; under no circumstances may letter grades be subsequently changed to P or NP grades.

## Grade Point Averages

The grade point average (GPA) attained for each semester of a student's work, as well as the student's cumulative grade point average, is recorded on the student's official academic record at the end of each semester. It is weighted according to course credit. Grade point averages are computed on the following basis:

A ..... 4.00  
A–..... 3.67

B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

Grades of P, I, X, MW, W, and RS will not be included. The Lake Forest GPA includes grades earned in Lake Forest College courses and for all Lake Forest off-campus programs led by Lake Forest faculty.

#### Incompletes

Instructors are authorized to give incomplete grades and may record a grade of I (Incomplete) for a student who is prevented by illness or other reason beyond the control of the student from completing the requirements of a course. The student must complete the appropriate assignments and deliver them to the instructor no later than two weeks after the close of the residence halls for both the fall and spring semesters, respectively. Instructors are required to submit the revised grade to the Registrar within three business days after the expiration of the incomplete. Extensions of the deadlines are possible **only** with special permission from the Associate Dean of Faculty for Student Success. If the Registrar does not receive a revised grade by the appropriate deadline, a grade of F will be recorded in place of the I. This policy applies only to undergraduate work.

#### Grades of X

A grade of X may be assigned at the initiative of an instructor when a student who has been doing at least passing work in a course unexpectedly fails a final assignment. With the instructor's authorization, the student has the same

amount of time to redo the assignment, or its equivalent, as is available for an incomplete, but in no case may the final revised grade be higher than a D+.

#### Grades of PR

A grade of PR (Progress) is used at the end of the first term of a two-term senior thesis or other independent study project if the student is making satisfactory progress. A final letter grade for both semesters will be entered when the project is completed at the end of the next term. Satisfactory progress is defined as a minimum of a C– grade for the work thus far completed. Accordingly, if a student receives a final grade of D or F in the thesis or other project, the PR grade as replaced cannot be lower than a C–. This policy applies only to undergraduate work.

#### Grades of RS

The RS grade, introduced in the fall of 1997, indicates that the requirements have been satisfied in a course without credit.

#### Student Teaching Credit (SCR)

The student teaching clinical experience is graded on a basis of SCR (Student Teaching Credit) to indicate a grade of B– or better needed for passing the student teaching course. Under this system, grades of F and W are recorded on the transcript as usual. This grade is only available to students accepted into the teacher certification program and enrolled in elementary or secondary student teaching.

#### Repeated Courses

Any course taken at Lake Forest College, except a First-Year Studies course, in which a student received a grade of C– or lower may be repeated once with replacement of the earlier grade, as long as the repeated course has the same course number as the course whose grade it replaces, and is not repeatable for credit under its catalog description (as are certain topics courses, etc.). This replacement is for the purposes of calculating GPA only: all grades received appear on the Lake Forest College transcript. A student may only take one First-Year Studies course during her or his time at Lake Forest College.

A course may be repeated with replacement of the earlier grade only once. After that, the grades in any further repetition of the course will stand and be counted into the student's GPA along with the grade for the second time he or she took the course.



Over the course of his or her Lake Forest College career, a student may repeat no more than two courses for replacement of a grade. Should a student repeat more than two courses over her or his time at the College, the grades earned for the first two of these repeated courses will replace the grades of the previously taken courses of the same number; the grades for any courses beyond that will be included in the student's GPA like any other course.

#### Auditing Courses

Students who wish to acquaint themselves with a subject without receiving credit may audit a course with the permission of the instructor. Auditors are not subject to the requirements of the course, but they are expected to participate seriously. There is no audit fee for full-time students; part-time students are charged a minimum amount per course. Examination for course credit is not permitted in an audited course.

#### Semester Grades and Academic Early Alerts

Final grades are posted on My.Lakeforest. Academic Early Alerts for all students, in courses where the student's performance is at that point a cause for concern, will be submitted on My.Lakeforest by the first day of the fifth week of both Fall and Spring semesters. After this deadline, students and their advisors will get emails prompting them to check the Academic Early Alert Information box on their My.Lakeforest pages.

Students who receive more than one AEA will be required to meet with an academic support specialist to work through a plan to address all related academic problems.

# Dean's List

The Dean's List recognizes students who have achieved distinguished academic records. It is compiled at the end of each academic year. Only Lake Forest College course credits are counted. To be selected for this honor, a student must have received during the year at least six graded course credits, and must have received no more than two credits with the Pass-Fail option, and must have attained a GPA during the year of at least 3.60 (without rounding up). Repeated courses will be considered in this calculation as long as they have been repeated during the academic year for which the student earned Dean's list status, and follow the policy regarding repetition of courses. See "Repeated Courses" under "[Grades and Academic Records.](#)"

In order to reward outstanding academic performance and to provide adequate challenge to the brightest students, those who gain Dean's List distinction are permitted to take a fifth course without additional charge during one semester of the academic year following that distinction. This policy does not apply to applied music lessons, courses offered through off campus programs, and Summer Session courses.

# Transcripts

The Registrar's Office maintains a permanent, official academic record of registered courses for each student, which includes grades, credits, and other pertinent information. Students may request certified copies of their College transcript records.

Lake Forest College has authorized Parchment, the industry leader in credential management systems, to manage the ordering, processing and secure delivery of official Lake Forest College transcripts. Parchment provides the ease and convenience of ordering transcripts online for an \$8 fee per transcript. Students and alumni have the option of requesting a secure digital transcript as well as a traditional paper transcript. An official transcript can be requested using the Request Transcript link available in the Quicklinks drop-down menu located at the top of all pages on the Lake Forest College website. Transcript requests are processed within 48 hours of receipt.

**Note:** Unofficial transcripts will not be available through Parchment. Transcript requests for students with financial holds will not be processed until the hold is resolved. If a transcript cannot be processed, an email will be sent with additional information and instructions.

# Graduation and Commencement

Students who complete degree requirements during the fall and spring semesters each academic year are encouraged to participate in the spring Commencement ceremony.

If a student wishes to participate in the ceremony as a summer graduate, the student must meet the following requirements **by the Friday before Senior Honors Convocation**:

- Be within **two** credits of completing degree requirements at the time of commencement
- Have a 2.0 GPA or higher
- Submit the Intent to Graduate form by the published deadline date
- Complete the “Expected Summer Graduate Degree Completion Form” with advisor approval
- Be registered for remaining required courses at time of commencement

Students who anticipate completing their degree requirements by August 31 and have been approved to participate in the Commencement ceremony will be presented to the faculty and the Board of Trustees in May for provisional conferral of their degrees, subject to completion of remaining requirements by August 31 (as confirmed by the Registrar). A student whose degree is provisionally approved in May but who fails to complete remaining degree requirements by August 31 will not receive their degree until all requirements have been satisfied and the faculty and the Board of Trustees have given subsequent approval.

## Graduation with Honors

Graduation with Honors at Lake Forest College may be achieved in two categories: the grade point average (GPA) and the student’s major field.

## General Honors

General honors at graduation consist of summa cum laude for GPAs from 3.9 to 4.0, magna cum laude for GPAs from 3.7 up to 3.9, and cum laude for GPAs from 3.4 up to 3.7. In order to achieve honors in one of these

categories, a student must have an academic record that satisfies all of the following requirements:

- At least 14 Lake Forest College courses taken with the full range of the letter grades (A, B, C, D, F, but not CR or P).
- A Lake Forest GPA equal to or greater than the minimum listed above for the pertinent category.
- A total GPA, including Lake Forest College courses, Affiliated Off Campus Study courses and transfer courses, that also equals or exceeds the above minimum for the given category.

GPA's are not rounded up; for example, a 3.898 is not in the summa cum laude category. The calculation of a GPA includes plus and minus grades. Repeated courses will be considered in this calculation as long as they follow the policies regarding repetition of courses and have been completed prior to graduation from the College (see "Repeated Courses"). Grades of all transfer courses acceptable by Lake Forest College for transfer credit will be used in GPA computations. For courses that have been repeated, a maximum of two transfer credit grades can be forgiven. Such forgiveness applies only to courses taken prior to the student's matriculation at Lake Forest College. Forgiveness of transfer credit grades counts toward the maximum of two total forgiven grades before graduation (i.e. students can have two transfer credit grades forgiven after repeating, two LFC credit grades forgiven after repeating, or one from each category). The transfer GPA is combined with the Lake Forest GPA as a weighted average. Transfer grades from colleges or universities with different grading systems are dealt with case by case by the Dean of the Faculty in consultation with the Registrar; where necessary, they will be brought to the Academic Appeals Board.

### **Honors in the Major**

Honors at graduation in the student's major are based on a clear demonstration of superior mastery of the subject and on the ability to successfully complete a senior thesis. To receive honors in the major, a student must have attained a 3.5 GPA in all courses taken in the major at Lake Forest College, including the final semester. A minimum of six courses must have been taken in the major at the College. A student must be evaluated as having successfully completed a senior thesis. In exceptional circumstances when a senior thesis seems inappropriate, a well-documented senior research project or imaginative creative project brought to fruition in the senior year may be substituted for the senior thesis. The request for such a

substitution must be initiated by the project director and requires the unanimous approval of the members of the department(s) involved. As with other theses, the final project will be reviewed by a thesis examining committee consisting of three faculty, at least one from outside the department. Please note that completing a senior seminar will not result in honors in the major.

### **Distinction in Senior Thesis**

If a student's senior thesis is judged by an examining committee to be an outstanding and original piece of research, Distinction in Senior Thesis is awarded at graduation regardless of whether the student is graduating with honors in his or her major field of study. In exceptional circumstances, a well-documented senior research project or imaginative creative project may substitute for the senior thesis provided members of the departments involved give their unanimous approval. As with other theses, the final project will be reviewed by a thesis examining committee consisting of three faculty, at least one from outside the department.

### **Phi Beta Kappa**

Phi Beta Kappa, the national honorary scholastic society founded in 1776, is open to undergraduates with outstanding academic records. Although sheltered by the College, the chapter is an organization independent of the College and of its curriculum, and thus determines its own standards for admission, standards consistent with those of the United Chapters of Phi Beta Kappa. Evaluation of candidates for election includes an examination of their GPA, an appraisal of their coursework, and a recognition of recommendations from their professors. Phi Beta Kappa emphasizes excellence in scholarly achievement and the pursuit of broad cultural interests.

# Honor Societies and Awards

## Honorary Societies

### **Alpha Kappa Delta (Sociology)**

AKD stands for Alpha Kappa Delta, a non-secret democratic, international society of scholars dedicated to ideal or Athropon Katamannthanein Diakonesin or “to investigate humanity for the purpose of service”. AKD seeks to acknowledge and promote excellence in scholarship in the study of sociology, the research of social problems, and such other social and intellectual activities as will lead to improvements in the human condition.

### **Alpha Psi Omega (Theatre)**

Alpha Psi Omega is a national theatre honor society dedicated to the promotion and recognition of excellence in college theater. Lake Forest College’s Nu Sigma chapter was established in 1954 and for more than 50 years has served to honor scholastically outstanding students who have attained at least a 3.2 GPA overall and who have shown superior accomplishment in dramatic arts at Lake Forest College by participation in at least five productions. Membership is determined by the current student membership with the advisement of the faculty sponsors. An initiation ceremony is traditionally performed each spring.

### **Beta Beta Beta (Tri-Beta) (Biology)**

Beta Beta Beta, whose Lake Forest College chapter dates back to 1935, functions as an honor society for students of the biological sciences. Its activities are designed to stimulate interest, scholarly attainment, and investigation in the biological sciences, as well as to promote the dissemination of information and new interpretations among students of the life sciences. To become an active member of Tri-Beta, a student must be a biology major and have earned grades of B or A in at least three biology courses counting toward the major (one of which must be above the introductory level), must have completed the equivalent of at least three terms of study at Lake Forest College, and must have an overall 3.0 GPA in the major. Associate membership is open to any student with an interest in the life sciences who has earned a grade of B or A in two biology courses counting toward the major and has an overall GPA of 2.67. Members are elected each

term, and officers are elected from among the active members at the last meeting of each school year.

### **Kappa Delta Pi (Education)**

Kappa Delta Pi is an international honor society organized to promote excellence in education. It recognizes education majors who exhibit the ideals of scholarship, high personal standards, and promise in teaching, and who make contributions to education. The Tau Psi chapter was chartered at Lake Forest College in 1994, replacing Kappa Phi Kappa, a local honor society. During the Spring semester of each year, students who have been admitted to the Department of Education and have successfully completed fieldwork, as well as two other courses in education with a B (3.0) or better, and who have attained a 3.2 GPA overall are invited to join Kappa Delta Pi.

### **Lambda Pi Eta (Communication)**

Lambda Pi Eta is the national honors society for undergraduate study in communication. It is an affiliate of the National Communication Association. The Tau Chi chapter at Lake Forest College was founded in 2005

### **Lambda Alpha (Anthropology )**

Lambda Alpha is the international honors society for students of anthropology. The name, Lambda Alpha, comes from the initial letters of the Greek words *logosanthropou*, meaning the “study of man”. The society was originally founded with the purpose of encouraging scholarship and research in anthropology.

### **Nu Rho Psi (Neuroscience)**

Nu Rho Psi is the National Honor Society in Neuroscience, founded in 2006 by the Faculty for Undergraduate Neuroscience.

The purpose of Nu Rho Psi is to:

- encourage professional interest and excellence in scholarship, particularly in neuroscience;
- award recognition to students who have achieved such excellence in scholarship;



- advance the discipline of neuroscience; encourage intellectual and social interaction between students, faculty, and professionals in neuroscience and related fields;
- promote career development in neuroscience and related fields;
- increase public awareness of neuroscience and its benefits for the individual and society; and
- encourage service to the community.

### **Omicron Delta Epsilon (Economics)**

Omicron Delta Epsilon, the international economics honorary society, is dedicated to the encouragement of excellence in economics. It encourages devotion on the part of its members as economists to the advancement of their science and to the scholarly effort to make freedom from want and deprivation a reality for all humankind. The Rho chapter of Omicron Delta Epsilon was established at Lake Forest College in 1985. During the Spring term of each year, students who have compiled a 3.0 GPA overall and a 3.0 GPA for at least 12 credits in economics (three Lake Forest College courses), and who have expressed a genuine interest in economics will be invited to join Omicron Delta Epsilon.

### **Phi Beta Kappa**

Phi Beta Kappa is an academic honorary society dedicated to the recognition of superior academic achievement in the liberal arts and sciences. The Lake Forest College chapter (Theta of Illinois), one of 262 in the nation, was founded in 1962. To have a Phi Beta Kappa chapter approved by the national organization is a high honor for a college. In order to win a chapter, the college or university must meet Phi Beta Kappa standards in providing a solid and high-quality liberal arts program. Both faculty and students are members of Phi Beta Kappa. It is the faculty membership that each year elects student members on the basis of outstanding academic achievement. Ordinarily these are graduating seniors, but it is possible, in the case of extraordinary achievement, to be elected in the junior year. This is a rare and special honor. New Phi Beta Kappa members are initiated in a special ceremony that takes place in the spring. The criteria for election include sustained academic excellence as reflected in a strong academic record. Weight is given to the breadth of the program pursued by students, as shown by the number and variety of courses taken outside the major. Weight is also given to balance and proportion in the student's degree program as a whole. (Professional

education and business courses and internships are not counted.) Finally, a student elected to Phi Beta Kappa is expected to have demonstrated at least a minimal knowledge of mathematics and a foreign language appropriate for a liberal arts education.

### **Phi Sigma Iota (Foreign Languages)**

Phi Sigma Iota is the foreign language national honor society. Its purpose is to cultivate interest and encourage excellence in the field of foreign languages. The organization offers its members and the College community at large an opportunity to come into contact with different aspects of foreign language and culture. Candidates for membership must have reached the 300 course level in a foreign language at Lake Forest College or equivalent courses at another institution. They must also have a 3.00 GPA in a foreign language, as well as an overall 3.00 GPA.

### **Pi Sigma Alpha (Political Science)**

Pi Sigma Alpha is the national political science honorary society. The Lake Forest College chapter was founded in 1971. Its purpose is to stimulate productive scholarship and interest in the subject of politics and government by honoring superior students in this field. To become members, students must be either juniors or seniors; must have taken four politics courses above the 100 level (at least two of those at Lake Forest College and at least one at the 300 or 400 level); must have a B+ (3.33) average in political science courses above the 100 level; and must have an overall B (3.0) GPA in all courses.

### **Psi Chi (Psychology)**

Psi Chi is the national honorary society for psychology majors who have been recognized for their academic excellence. The Lake Forest College chapter was established in 1960. Its purpose is to organize social and intellectual activities for psychology majors. In the spring of each year, the present members review a list of psychology majors who have at least a 3.5 average in psychology courses and a 3.0 overall GPA. Students who qualify are invited to join Psi Chi.

### **Sigma Tau Delta (English)**

Sigma Tau Delta is the English honor society for students at four-year colleges and universities. It is dedicated to fostering literacy and all aspects of the discipline of English.

### **Theta Alpha Kappa (Religious Studies)**

Theta Alpha Kappa is the only national honor society dedicated to recognizing academic excellence in baccalaureate and post-baccalaureate students and in scholars in the fields of Religious Studies and Theology.

#### *Student Honors and Awards*

The College community honors and rewards the outstanding achievements of its students and faculty by acclaiming them in public and by awarding them significant prizes at the Student Leadership Awards Ceremony in April and the Senior Honors Convocation in May and the Matriculation Ceremony in August. In keeping with the dignity and College-wide importance of its convocations, only the most outstanding achievements are to be honored in this way. Prizes are awarded to the best students who have proven themselves genuinely outstanding by absolute rather than relative standards. Each prize is to be a distinguished and valuable reward commensurate with the occasion and with the prizewinner's achievement. Such distinction and value are embodied particularly in the prizes endowed and donated by friends and alumni of the College to perpetuate their ties to the academic community. These awards, presented at the Honors Convocations and Leadership Awards Ceremony, collectively express and celebrate not only intellectual and personal excellence, but also the special, enduring relationship between present and past generations of Lake Forest College. Outstanding students in academic areas for which there are no endowed or donated prizes are honored out of the College's own prize fund for graduating seniors. Awards and prizes other than those referred to below are presented at departmental gatherings or at chapter meetings of the respective honor societies.

#### General Awards

### **The Alpha Sigma Kappa Class of 1938 Memorial Prize**

This prize was established in 1993 by members of the Class of 1938 who were members of the Alpha Sigma Kappa fraternity. The prize is given to a senior student who has sustained a 3.4 cumulative GPA, has participated in at least two co-curricular activities on campus, and has exhibited a strong

commitment to community service while a student at Lake Forest College for at least the last two years. The recipient of the prize is chosen by the Dean of Students and two faculty members. The prize is presented at the Student Leadership Awards Ceremony.

### **The Bird Award for Intellectual Contributions to the Campus Community**

The Bird Award recognizes an individual from the Lake Forest College community—faculty, staff, student, or friend—who brings to the campus a special measure of intellectual fervor and commitment. Such a contribution, demonstrated outside the classroom, may be evidenced either within or outside of campus organizations. The recipient is to be an individual who by action or words challenges the minds of others and who serves as a model for those who study or work at the College. The recipient is chosen by a committee composed of the President, the Provost and Dean of the Faculty, the Dean of Students, the Chair of the Trustee Committee on Student Affairs, and the current recipient of the award. The Bird Award, established by an anonymous donor in 1992, honors Elizabeth Bird Parks, Lake Forest College 1932, and her father, Harry Lewis Bird, Lake Forest College 1894. The Bird Award is presented at the Fall Matriculation Ceremony.

### **The Peter C. Clute Award for Outstanding Character**

The Peter C. Clute Award for Outstanding Character was established to honor the memory of Peter C. Clute, class of 1973, whose “boundless energy and infectious and unceasing enthusiasm brought great happiness to all who knew him.” The fund was established through the generosity of Peter’s friends and classmates. The recipient of the award, selected by Lake Forest College Campus Life staff in consultation with the Student Government Executive Board, “... shall be that Lake Forest College student whose uniquely positive attitude and whose joy in living inspires and enhances the lives of those around him or her.” The award is presented at the Student Leadership Awards Ceremony. The recipient will be invited to speak at the ceremony.

### **The Jacob Wardwell Edwards Prize**

The prize was established by friends and relatives in memory of Mr. Edwards, former Director of Admissions. The prize is given annually to the rising sophomore who is judged to have demonstrated the most outstanding qualities of leadership during his or her first year at the College. The recipient is selected by a committee composed of the Dean of Students, the Director of

Admissions, and the President of Student Government. The award is announced and presented at the Spring Leadership Awards Ceremony.

### **Grace Elizabeth Groner Foundation Awards**

- The *Community Service Award* is given to a student who is selected by members of the Grace Elizabeth Groner Foundation as the senior recipient who earned distinction while volunteering at a community organization.
- The *National Service Award* is given to a student who is selected by members of the Grace Elizabeth Groner Foundation as the senior recipient who earned distinction while volunteering on behalf of citizens across the nation.
- The *International Service Award* is given to a student who is selected by members of the Grace Elizabeth Groner Foundation as the senior recipient who earned distinction while volunteering to serve people around the world.

### **The Scott Fossil Prize**

The Scott Fossil Prize was established in 1993 to recognize a rising sophomore and a rising junior who exhibit positive leadership attributes in scholarly and/or co-curricular activities as Mr. Fossil, Lake Forest College 1975, demonstrated as a student. The recipients are chosen by a committee of representatives of the faculty, administration, and the Dean of Students, appointed by the Provost and Dean of the Faculty. The Scott Fossil Prizes are awarded at the Fall Matriculation Ceremony.

### **The Emma O. Haas Memorial Awards for Merit in Scholarship**

The late Judge John F. Haas, a graduate in the Class of 1900, established these annual awards in memory of his mother. A cash prize is awarded to a senior-class student outstanding in scholarship as selected by the Dean of the Faculty. This award is announced and presented the day of the annual Senior Honors Convocation. A cash prize is also awarded to a sophomore-class student and to a junior-class student at the Fall Matriculation Ceremony.

### **The All-College Writing Contest Award**

The All-College Writing Contest Award was created to encourage interest and excellence in scholarly writing by all undergraduate students enrolled at the

College. The contest is juried by faculty members from a variety of disciplines. The award is presented at the appropriate Honors Convocation.

### **The First Year Writing Contest Award**

The First Year Writing Contest Award was created to encourage interest and excellence in scholarly writing. The contest is juried by faculty members and selected students. The award is presented at the Fall Matriculation Ceremony.

### **The Anita Chen Li, '51, International Student Prize**

The Anita Chen Li, '51, International Student Prize is awarded to an international student who has distinguished himself or herself academically and has demonstrated distinguished service to the College community. The recipient is selected by the Associate Vice President for Financial Aid. The prize was established through an endowment created by Anita Chen Li, Class of 1951, and is presented at the Spring Leadership Awards Ceremony.

### **The McPherson Prizes for Excellence in Scholarship**

Each year several prizes given for excellence in scholarship are named after the Reverend Simon J. McPherson. A sum of \$3,000 was contributed in 1899 by his friends to establish prizes in English, philosophy, French, Spanish, and theater. The winners are chosen by the department chairs and are announced at the Senior Honors Convocation.

### **The Edward H. Oppenheimer Memorial Prize Awards**

The Edward H. Oppenheimer Memorial Prize Awards are given each year to two senior students who are judged to have contributed the most to the College community. Seniors will be invited to apply based on the following criteria: 3.00 cumulative grade point average, no major code of conduct violations, and submission of an application, resume, a rough draft of the intended speech, and completion of an interview with the selection committee. The selection committee consists of the Dean of Students, the Dean of the Faculty, Director of Athletics, Vice President for Enrollment, Vice President for Communications and Marketing, President and Vice President of Student Government, and the Vice President for Advancement. The prize, given by James K. Oppenheimer, Class of 1965, honors his father. It is announced at the Annual Leadership Awards Ceremony and awarded at the Senior Honors Convocation.

### **Phi Beta Kappa Senior Thesis Award**

This award is given in recognition of outstanding scholarship, intellectual maturity, originality, and competence in academic skills as evidenced in the senior thesis. The award is presented at the Senior Honors Convocation by the Lake Forest College Phi Beta Kappa Association.

### **The Tamara Lee Wefler Award**

This award was established by the class of 1977 in memory of their classmate Tamara Lee Wefler (1955–1975). The prize is awarded annually to that senior whose independent spirit has encouraged the acceptance of a diversity of values and beliefs within the student body; whose inspiration and enthusiasm have promoted the highest standards of character and integrity in others; and whose actions have consistently demonstrated a sensitivity for and an interest in the welfare of others. This award is conferred by a committee consisting of three Student Government representatives, two Campus Life representatives, and one faculty member to be selected by the other members of the committee. It is announced and awarded at the Student Leadership Awards Ceremony.

### **The Robert Patrick Tiernan Award**

This award is granted to a graduating senior who closely resembles Mr. Tiernan's background and who will be pursuing a law degree from the University of Michigan. The recipient will be selected by the Director of Athletics and the Director of Financial Aid. It is awarded at the Senior Honor Convocation.

### **Senior Class Speaker**

Each year, the College will invite one member of the Senior class to speak and represent their peers at the Commencement ceremony. The process for the selection of this honor shall be managed by the Gates Center for Leadership and Personal Growth, in consultation with the Director of Special Events, the representative from the Office of Communications and Marketing, and faculty representatives. The process for application will be communicated to the Senior class each spring. The chosen member of the Senior class must be current undergraduate student at Lake Forest College and be able to easily access campus during the weeks prior to commencement.

## Departmental Awards

### **American Studies**

#### The W. Gordon Milne Prize in American Studies

This prize was established in the spring of 1990 to honor the memory of Professor Milne, who served with distinction at Lake Forest College from 1951 to 1986 as a professor and chairperson of the Department of English. Professor Milne was instrumental in developing the interdisciplinary major in American Studies. This prize is awarded at Senior Honors Convocation to a student who is judged by the members of the American Studies Committee to have done the most outstanding work in this field.

### **Art**

#### The Alex F. Mitchell Senior Prize in Art History

This prize was established by Ramona Mitchell to honor the memory of her husband and colleague, Professor Alex F. Mitchell, who passed away in December 1996 after serving Lake Forest College with distinction as professor and chairperson of the Department of Art. The prize is intended for the student or students who, in the judgment of the chairperson and other members of the department, have been outstanding in art history. It is awarded at the Senior Honors Convocation.

### **Athletics**

#### Scholar/Athlete Award

Lake Forest College annually recognizes student-athletes for their exceptional performance in the classroom by bestowing the Scholar/Athlete Award (previously the Letterman's Award) on the most deserving senior student-athlete. The athletic letter winner having the best scholastic record for the three terms preceding the annual Fall Honors Convocation will be the Scholar/Athlete Award winner. The senior winner is honored at the Senior Honors Convocation.

There is a Scholar/Athlete Award for the three remaining classes, which are presented annually during the respective student-athletes' awards ceremony.



### The Nicholas J. Wasylik Senior Athletic Award

This award was created and endowed in 1983 by Seymour H. Knox IV, a Lake Forest College graduate of the Class of 1979, to honor Nicholas J. Wasylik, who served on the faculty of the College from 1958 to 1979 as Director of Athletics, coach, physical educator, and, in his earlier years, as assistant professor of Russian. The award is presented to the senior athlete who best emulates the positive, outgoing attitude, as well as the drive and determination, of Nicholas J. Wasylik. The recipient is chosen by the Director of Athletics in consultation with the members of the Athletic Department. It is awarded at the Senior Honors Convocation.

### **Biology**

#### David W. Towle Award for Excellence in Biological Research

The David W. Towle Award for Excellence in Biological Research is named after a former professor of the Biology Department who transformed it into an active research department for both professors and students alike and set an example for new faculty members through national acclaim for his scholarship. It is awarded to a biology student who, in the judgment of the department faculty members, has performed outstanding research in Biological Sciences. It is awarded at the Senior Honors Convocation.

### **Business**

#### The Lorraine D. and H. Randall Heath Prize in Business

The Lorraine D. and H. Randall Heath Prize in Business is given to a student who has made a positive contribution to the Business Program. The recipient has brought passion and excellence to activities at the College and is expected to represent the College well in the future. It is awarded at the Senior Honors Convocation.

### **Chemistry**

#### American Institute of Chemists Award

This award, given for demonstrated leadership and character, as well as high scholastic standing and potential for advancement in the chemical profession, is presented at a departmental gathering.

### Analytical Chemistry Award

This award is given by the Analytical Division of the American Chemical Society. The prize is a one-year subscription to the *Journal of Analytical Chemistry* and is awarded at a departmental meeting.

### Dr. Aldo J. Crovetto Prize in Chemistry

Established in 2009, this prize acknowledges an outstanding graduating senior in the Chemistry Department as selected by its faculty. It is presented at Senior Honors Convocation.

### The Freshman Achievement Award in Chemistry

CRC Press of Cleveland, Ohio, gives annually a copy of the *Handbook of Chemistry and Physics* to an outstanding student in freshman chemistry. The recipient is selected by the faculty of the Department of Chemistry and honored at a departmental gathering.

### Merck Organic Chemistry Award

Merck & Company of Rahway, New Jersey, presents a copy of the *Merck Index* at a departmental gathering to the outstanding student in organic chemistry.

## **Economics**

### The Robert Baade Prize in Economics

This award is given to the student who, regardless of GPA, demonstrates unwavering tenacity and grit within the department as well as in the broader campus community.

### The H. Murray Herlihy Prize in Economics

This award was created and endowed in 1982, initially by a 1974 alumnus, as well as by other students, to honor Professor Herlihy, whose influence during his 25 years of service to the College, from 1957 to 1982, had touched their academic and professional careers. It is awarded to the outstanding senior economics major at the Senior Honors Convocation.

### The Warren A. Peterson Memorial Award in Economics

This award was established by members of Mr. Peterson's family. The prize is awarded annually to student(s) majoring in economics, with grades, activities, and leadership qualities as the criteria used for selection. It is awarded at the Senior Honors Convocation.

## **English**

### The Gail DeHerder Memorial Prize in Creative Writing

The Class of 1959 established a memorial fund to honor Gail DeHerder, a member of the class for three years. The income from this fund is used to provide a cash prize to be awarded each year at the Senior Honors Convocation to the senior who submits the best piece of creative writing.

## **History**

### The Richard W. Hantke Award in History

This award is presented to a graduating senior majoring in history or in an interdisciplinary field in which the study of history is emphasized. In the opinion of the history faculty, this student must clearly merit recognition for distinguished performance in the study of history at Lake Forest College, as evidenced in classroom work, in independent study and research, and in general appreciation of the discipline of history. The award is presented at the Senior Honors Convocation.

## **Latin American and Latinx Studies**

### Senior Prize in Latin American Studies

Established by the Latin American Research Institute in the spring of 1997, this prize is awarded to a senior for excellence in Latin American Studies as demonstrated by the student's academic transcript and exemplary participation in research projects or internship programs related to Latin America. The prize is awarded at the Senior Honors Convocation.

## **Linguistics**

### Superlative Achievement in Linguistics Award

This award is presented to a student who demonstrates superlative achievement in the linguistics courses offered by the Department of Foreign

Languages and Literatures. It is usually awarded to a senior chosen by the language department faculty and presented at a departmental meeting.

## **Mathematics**

### The Harold B. Curtis Prize in Mathematics

In 1967 alumni and faculty members who knew Professor Harold Bartlett Curtis during his long period of service to Lake Forest College created an endowment fund in his honor in order to establish a prize to a senior who is judged by the faculty of the Department of Mathematics as the outstanding student majoring in mathematics. The prize, which is presented at the Senior Honors Convocation, is an appropriate set of books chosen by the recipient in consultation with the Mathematics Department.

## **Music**

### The Lorraine D. and H. Randall Heath Prize in Music

This award is given to a student who has made a strong positive contribution to the Music Program. The recipient has demonstrated leadership in ensembles and has brought passion and excellence to his or her activities at the College. It is awarded at Senior Honors Convocation.

## **Neuroscience**

### The Carr Prize in Neuroscience

The Carr Prize in Neuroscience is an annual prize in honor of Thomas H. Carr, a 1970 graduate of Lake Forest College. Dr. Carr is a Professor of Psychology Emeritus at Michigan State University where he worked in the Department of Psychology's Program in Cognition and Cognitive Neuroscience. His research focuses on perceptual recognition, attention, and the executive control of complex skills and the cognitive and neural processes that comprise skilled performances. The recipient, chosen in consultation with the Chair of the Neuroscience program and the Dean of Faculty, will be a graduating neuroscience major or minor whose intellectual excellence and potential for professional contributions is reflected by outstanding academic performance combined with the pursuit of superior undergraduate scholarship in neuroscience. The prize will be awarded at the Senior Honors Convocation.

## **Philosophy**

### The Fran Asher Prize for Excellence in Philosophy

This prize was established in 1988 to honor Fran Asher, a student who graduated with honors in philosophy in the Class of 1970. It is awarded to a junior majoring in philosophy who has demonstrated original and creative work in the field that suggests unusual capacity for future work in philosophy. The prize is presented annually at a departmental meeting.

### The Roger A. White '60 Prize in Philosophy

This prize recognizes a philosophy major who embodies Roger White's intellectual curiosity and strong belief in lifelong learning.

## **Physics**

### The Harald C. Jensen Prize

This prize is awarded to the senior physics major who has written the most outstanding senior thesis describing his or her original independent research in experimental physics. The recipient is selected by the faculty of the Department of Physics and is honored at the Senior Honors Convocation. The award is named for Harald Jensen, professor of physics, who served on the faculty for 31 years.

## **Politics**

### The Solly A. Hartzo Award in Politics

In 1971 the Department of Politics established an endowment fund, the income from which is to be used to provide the Solly A. Hartzo award for excellence in the study of politics and government. This annual award in memory of Professor Hartzo, a member of the faculty for 35 years until his retirement in 1965, is presented at the Senior Honors Convocation to an outstanding senior student majoring in politics and selected by the faculty of that department.

## **Psychology**

### The Sterling Price Williams Prize in Psychology

This prize in psychology, given by friends in honor of Dr. Williams, professor of psychology and philosophy at Lake Forest, consists of books on the subject

of psychology chosen by the recipient. The recipient is selected by the members of the faculty of the Department of Psychology as the senior psychology major who shows greatest promise in this field. It is awarded at the Senior Honors Convocation.

#### The David Krantz Prize in Psychology

This prize was created to honor the career of David Krantz, longtime professor of Psychology at the College. The recipient, chosen in consultation with the Dean of Faculty and the Prize Committee, embodies the intellectual curiosity of Professor Krantz and demonstrates excellence in one of his areas of special interest: history and philosophy of psychology; cross-cultural or international psychology; social psychology; or the psychology of art, beauty, and music.

#### The Robert B. Glassman Prize in Psychology and Neuroscience

The recipient of the Robert B. Glassman Prize in Psychology and Neuroscience, chosen in consultation with the Chair and members of the Psychology Department/Neuroscience Program, as well as the Dean of Faculty, will be a graduating senior who embodies Bob's intellectual curiosity and interdisciplinary approach to the scientific study of the mind or brain. It is awarded at the Senior Honors Convocation.

### **Religion**

#### The Scott Award in Religion

In 1957 Mildred Scott of Cleveland, Ohio, established by endowment "The Scott Award of Excellence in the Study of Religion." The annual cash award honors her parents, Mr. and Mrs. Lyman H. Scott. It is given annually at a departmental meeting to that student, usually a junior, who, in the opinion of the faculty in the Department of Religion, has done the most outstanding coursework in the department.

#### The Miller Family Prize

This prize was established in 1997 to be presented to the outstanding graduating senior religion student, chosen by the chairperson of the department. The prize is awarded at the Senior Honors Convocation.

### **The Sciences**

### The Fredericka L. Stahl Memorial Awards for Excellence in Science

Judge Haas established these annual cash awards for excellence in science in memory of his wife. The recipients of the awards are determined, in consultation with the Dean of the Faculty, by a committee of faculty members and announced at the Senior Honors Convocation. The prizes are awarded to the senior class students who have the best records in the field of natural sciences. Students who major in biology, chemistry, or physics are eligible. Excellence in the natural science courses forms the primary basis for selection. Attitude, habits of work, and spirit of cooperation are all taken into consideration by the committee.

### **Sociology and Anthropology**

#### The Leo F. Van Hoey Senior Prize in Sociology and Anthropology

This prize was established in 1987 in memory of Professor Van Hoey, who served as chairperson of the Department of Sociology and Anthropology for 15 years. It is presented at the Senior Honors Convocation and is awarded to a senior who is judged by the faculty of the Department of Sociology and Anthropology as the outstanding student majoring in this field.

# Academic Probation, Suspension, and Dismissal

## *Academic Probation*

The academic record of every student is reviewed by the Registrar's Office and the Associate Dean of the Faculty for Student Success, in collaboration with members of the Office of the Registrar and the Center for Academic Success, at the end of each term. As a result of such reviews, students may be placed on academic probation as a warning that they are in danger of academic suspension for poor academic performance or insufficient progress in obtaining their degrees.

Students are placed on academic probation at the end of the fall or spring term when their cumulative GPA falls below 2.0. Simultaneously, students on academic probation will enter the Academic Recovery Program (ARP). Students on academic probation must remain full-time students until they are removed from probation unless special permission has been given by the Associate Dean of the Faculty for Student Success. The student is informed by email before the start of Fall or Spring term that their transcripts will reflect this change of standing. Notification to parents or guardians is informed by FERPA as indicated in the Student Handbook.

Students on academic probation may continue to participate in co-curricular programs (such as athletics, theater, clubs, and organizations) upon review and approval by the Associate Dean of the Faculty for Student Success. Students on academic probation are suspended when their GPA for any probationary term is less than 2.0. No student can remain on academic probation for more than two consecutive semesters without being suspended.

## *Special Academic Standing Review of First-Time First-Year Students*

First-time first-year students who have achieved less than a 1.00 GPA in their first semester at the College will have their academic record reviewed by the Associate Dean of the Faculty for Student Success and the Provost/Dean of Faculty, in consultation with others, including the Vice President of Campus Life, Academic Advisor, and Director of Academic Support Services. After the review is complete, a decision may be made not to suspend the student, but to instead place the student on academic probation. These students are



assigned to the Director of Academic Support Services as an additional academic advisor to assist the student and the First-Year Advisor in supporting the student's academic recovery.

#### *Academic Recovery Program (ARP)*

This program is intended to support the student's progress toward "on-time" graduation (usually within four years) and assist the student in obtaining and maintaining good academic standing. Students who have completed fewer than 50% of attempted credits in a single term will be strongly encouraged to participate in the Academic Recovery Program by the Associate Dean of the Faculty for Student Success with a notification by email before the start of the following term. Notification to parents or guardians is informed by FERPA as indicated in the Student Handbook. The Associate Dean of the Faculty for Student Success may invite students who need extra support but do not qualify by the above criteria. Students in this program must meet with the Director of Academic Support Services to develop a plan for academic recovery.

#### *Suspension and Dismissal*

Students who have completed their second semester and beyond are suspended when their GPA in any term is less than 1.0, even if they have not previously been on academic probation. In addition, students on academic probation are suspended when their GPA for any probationary term is less than 2.0. No student may remain on academic probation for more than two consecutive semesters without being suspended. All students who are suspended have the right to appeal. Appeals are considered on a case-by-case basis. Students with a pending appeal of a suspension after spring semester who are taking a course in the first Summer Session term will be permitted to complete the course and, if applicable, remain in student housing regardless of the outcome of the appeal. A student who is suspended for academic reasons is not eligible to apply for readmission for at least six months. A student may be readmitted only once; a second suspension for academic reasons is known officially as an Academic Dismissal and becomes a permanent separation from the College for academic reasons. Suspension or dismissal from the College may also be mandated under conditions set forth under the conduct process. Probation, academic suspension or dismissal, and readmission are noted on the student's official academic record and appear on transcripts sent outside the College. Parents

or guardians are notified when a dependent student is placed on probation, suspension, or dismissal. Only in unusual circumstances can exceptions to the rules concerning probation, suspension, and dismissal be considered by the Academic Appeals Board.

#### *Academic Appeals Board*

The [Academic Appeals Board](#) is a part of the College's governance system. It considers and acts on cases of academic probation, suspension, or dismissal; on cases in which students appeal the interpretation of faculty rules by a dean; and on cases in which faculty rules are unclear. The Board and the Dean of Students meet at the end of each semester to review the academic records of all students and to take such action as is necessary in cases involving academic probation, suspension, and dismissal.

Throughout the academic year, the Board considers appeals involving the academic policies of the College and their interpretation. In extraordinary cases, the Board grants exceptions to faculty rules, but only by a unanimous vote of all three voting members of the Board.

Students who wish to appeal an academic decision by a dean or who believe that they deserve an exemption from an academic policy may present a written appeal to the Board. The appeal must clearly describe the decision being appealed or the policy from which the student wishes to be exempted and must state the substantive reasons for the appeal.

Each appeal must also have attached a detailed statement from the advisor regarding the appeal. Additional information may be appended to the written appeal if desired. Each appeal must be signed and include the student's mailing address. Appeals may be submitted to the Dean of Students or the chairperson of the Board by email.

To request credit for off-campus study, a student must see the Director of Off-Campus Programs.

#### *Protection Against Improper Academic Evaluation*

Students are responsible for maintaining standards of academic performance established by their professors, but they will have protection against prejudiced or capricious academic evaluation.

Students will be informed at the beginning of the course of the evaluative criteria to be used for that course. When a student believes his or her grade in a course has been prejudiced or capricious and has been unable to resolve the matter through interaction with the faculty member involved, the student may call the matter to the attention of the departmental chairperson.

Students must contact the chairperson within two calendar weeks following the beginning of classes in the term following the alleged injustice. After the student has submitted a letter specifying the details of the alleged injustice, the chairperson will appoint a committee of the instructor's colleagues to meet with the student and the instructor and hear evidence concerning the alleged injustice. Whenever possible, the committee will consist of three members of the instructor's department. When the department is too small to permit this procedure, the committee may be composed of two colleagues instead of three. When the departmental chairperson is the instructor accused of the alleged injustice, the student may contact the faculty member of highest rank within the department other than the chairperson, who will appoint a review committee. Any student requesting a review is responsible for presenting for review all tests, papers, etc., that enter into a grade and that have been returned to the student. All tests, papers, etc., that enter into a grade and have not been returned to students will be kept on file by instructors for at least one semester following the end of a course. After hearing all available evidence in a particular case, the members of the review committee meet with the instructor (the student not being present) and state their opinions concerning the matter. If there is unanimous agreement among the committee members that a grade should be changed, the instructor is obligated to change the grade accordingly. In the absence of such unanimous agreement, the grade decision rests solely with the instructor. (This policy was approved by the faculty on April 4, 1967, with editorial revisions in July 1977 and June 1993.)

# Academic Honesty

Lake Forest College is committed to the highest standards of academic honesty. These standards reflect the core values of our institution and, thus, are reflected in our mission statement. The standards include integrity, respect, conscientiousness, self-discipline, and civility. Such standards are central to the process of intellectual inquiry, the development of individual character, and the maintenance of a civilized community. The integrity of academic life depends on cooperation among students, faculty, and administrators.

## **Examples of academic dishonesty include, but are not limited to:**

- Procuring in an unauthorized manner the questions or answers of any examination or employing unauthorized aids while taking an examination.
- Representing any work product as one's own that was done in whole or in part by another person or in collaboration with another person without attribution or proper citation. This includes incorporating the work of other students or of unpublished items.
- Engaging in any form of conduct or action that violates the letter or spirit of academic honesty, including but not limited to: copying, closely paraphrasing, or using another work without explicit acknowledgement of author and source.
- Submitting the same paper for credit in more than one course without the written consent of all instructors involved.
- Falsifying data, citations, or other information for academic work of any sort.
- Misrepresenting work done, including submitting a report on a performance or exhibit one did not attend, or lab one did not conduct.
- Aiding another scholar in the violation of the Academic Honesty Policy.

### *Responsibilities of Students*

Every student is to uphold the ideals of academic honesty and integrity. Other responsibilities of students include:

- Students are expected to know Lake Forest College's Academic Honesty Policy. Ignorance of the policy shall not be considered an excuse or a mitigating factor in Academic Honesty Judicial Board proceedings.
- Students are expected to know what constitutes plagiarism. A handout explaining plagiarism is available at the Writing Center, the Learning and Teaching Center, and the reference desk of the library. Students should consult faculty or staff members when they are unsure whether their actions would constitute a violation of Academic Honesty Policy.
- In addition to the standards regarding academic honesty given in the Student Handbook, students are to heed all expectations regarding academic honesty as stated by their course instructors.
- Students who are found responsible of academic dishonesty are expected to comply with all sanctions, including participating in individual educational components, such as meeting with the Ethics Center or Writing Center.
- Students who have previously been found to violate the academic honesty policy, but have not yet complied with any imposed Ethics Center or Writing Center educational components, may not use non-compliance as an excuse in future violations.
- Student members of the Academic Honesty Judicial Board shall maintain the confidentiality of students accused of violating Academic Honesty Policies.

#### *Responsibilities of Faculty*

Every faculty member is to uphold the ideals of academic honesty and integrity. Other responsibilities of faculty include:

- Every faculty member is to be acquainted with Lake Forest College's Academic Honesty Policy as outlined in the Faculty Handbook.
- Faculty is to maintain the confidentiality of students accused of violating Academic Honesty Policy, consistent with College policy and applicable governmental regulations.
- Faculty and staff are to exercise caution in the preparation, duplication, and security of examinations.

- No test may be given prior to its originally designated time. However, faculty may arrange for students with documented disabilities to begin an exam early if the student a) qualifies for extended time on exams and uses proctoring services, and b) has provided the faculty member with an accommodation letter that includes test accommodations as approved accommodations, and c) has a subsequent class or exam that would begin during the usual extended time. In such cases, students may be required to remain with the proctor until the beginning of the scheduled exam for the class. As an alternative, the faculty member may choose to offer an exam at a later time. The Dean of the Faculty may grant other exceptions to this rule at the request of the faculty member
- Faculty is to take reasonable steps consistent with the physical conditions of the classroom to reduce the possibility of cheating on examinations.
- Classroom tests are to be proctored with diligence.
- Faculty who would like to make a formal charge of a violation of academic honesty should consult with the current Academic Honesty Judicial Board (AHJB) Chair.

#### *Academic Honesty Judicial Board*

##### Composition:

The Academic Honesty Judicial Board (AHJB) is composed of a Chair and an available pool of 6-8 faculty members and at least 8 students. The Chair is a faculty member selected cooperatively by the Dean of the Faculty and the Dean of Students. The pool of faculty members is appointed by the Faculty Personnel and Policies Committee; the faculty members should represent diverse divisions. The pool of student members are selected through the Dean of Students' office each fall semester and are also called to serve on the general Conduct Board. The Dean of Students' designee solicits nominations from students, faculty and staff. Next, nominations are vetted by the Dean of Students' office, and nominees must not have violated the College's Academic Honesty Policy nor been found responsible for any student conduct policy violations. The Dean of Students may make exceptions in special cases. The Dean of Students' designee will make final selections of the student pool and provide training.

The Dean of Students and the Dean of the Faculty will designate a "summer chair" and a "summer board" to cover cases arising late in the spring, over the

summer, or during the first days of classes before the Board has been established. The summer board may or may not be composed of faculty and students who serve on the regular board.

#### Procedures

A faculty member may bring a charge of academic dishonesty against a student if, in his or her judgment, the student has violated the norms of academic honesty and integrity. The faculty member shall inform the student of the allegation in writing along with a recommended sanction. Faculty are encouraged to consult with the current AHJB Chair regarding appropriate sanctions. The faculty member must allow an accused student up to five business days to consider the allegation and submit a statement admitting or denying the allegation and agreeing or disagreeing with the recommended sanction. The faculty member will forward all relevant information and correspondence to the AHJB Chair, who will formally record the case.

If the faculty member is unable to contact the student despite making a good faith effort to do so, he or she should submit a formal charge and any other appropriate documentation to the AHJB Chair. In this case, the Chair informs the student of the formal charge, allows them five business days to respond, and instructs the student how to proceed.

If an accused student admits to violating the Academic Honesty Policy and agrees with the faculty member's recommended sanction:

- The faculty member and student submit their respective statements to the AHJB Chair.
- For a first offense, the AHJB simply records the violation and sanction, notifying all appropriate parties (see "sanctions" below).
- For second and subsequent offenses, the AHJB meets to determine sanction(s). The faculty member and student are invited to address the AHJB before sanctioning, but are not required to do so.

If an accused student denies violating the Academic Honesty Policy or disagrees with the faculty member's recommended sanction, the AHJB hears the case according to the following the procedure:

- The faculty member and student each submit a statement and evidence to the AHJB Chair.

- The Chair sets a date for the hearing, normally within one week of receiving the student's statement, and notifies the student by email and by registered campus mail or registered U.S. mail. The hearing date may be postponed at the discretion of the Chair. Cases arising between semesters, during final exam week, or during Summer Session will be heard as soon as the Chair can reasonably convene a Board.
- The Chair, upon consultation with the faculty member and the student, may summon a reasonable number of relevant witnesses to the hearing.
- Any party may consult with the Chair at any time.
- The student has the right to be assisted at the hearing by an advisor drawn from within the campus community.
- The hearing consists of the Chair (who does not vote) and of a jury of 1 faculty member and 2 student members from the AHJB. This jury of 3 must be present for hearing to proceed. A finding of responsibility requires 2 votes out of the 3 voting members.
- In the event that the AHJB members agree on the finding of responsibility but are divided on the issue of an appropriate sanction, the AHJB first votes on the most severe of the contemplated sanctions, proceeding through lesser sanctions until a sanction receives at least 2 votes.
- Evidence must pertain to the charge as determined by the Chair.
- The Chair notifies the student and faculty member of the AHJB's decisions by registered campus mail or registered U.S. mail.

The process outlined above is intended to provide accused students an opportunity to respond to allegations of academic dishonesty, thereby enabling the AHJB to make an informed decision about responsibility and impose appropriate sanctions. However, if a student fails to respond within five days to the attempt to solicit a plea or schedule a hearing, the AHJB Chair will note that the student has failed to respond and will schedule a hearing. The AHJB Chair will inform the student (by College e-mail) of the date, time, and place of the hearing at least 48 hours prior to the scheduled hearing. If the student does not enter a plea prior to the hearing, a plea of "not responsible" will be entered on the student's behalf. If a student fails to attend a scheduled hearing, the Chair may proceed with the hearing without the student and a decision will be rendered based upon available information.



## Sanctions

For first offenses, the expected minimum sanction is zero points awarded for the project, examination, or assignment. The AHJB may choose to impose sanctions other than the expected minimum. The maximum sanction is failure of the course. The sanction should also include one or more educational components, such as informational sessions with library or Ethics Center staff, or repetition of the assignment for no credit.

For second offenses, the expected minimum sanction is zero points awarded for the project, examination, or assignment, along with an educational component. Additionally, second offenses lead the AHJB to consider suspension from the College for the following full semester(s) (i.e. fall or spring). If the AHJB recommends suspension from the College, this recommendation is submitted to the President by the Chair along with a recommendation regarding whether the College should accept courses taken at another institution while the student serves his or her suspension. The President then notifies the student and AHJB Chair of his or her decision by email.

For third offenses, the expected minimum sanction is zero points awarded for the project, examination, or assignment. Additionally, AHJB votes on whether to recommend dismissal from the College, effective the following semester. The Chair informs the President of the AHJB's recommendation. The President then notifies the student and AHJB Chair of his or her decision by registered campus mail or registered U.S. mail.

Suspensions and dismissals are noted on a student's transcript.

Those students who are found responsible for a violation – and are assigned an educational component – will be instructed to complete the educational component within 30 days. For example, those that are required to see Ethics Center will be instructed to make an appointment with the Ethics Center Director within a specified number of days; after their initial meeting with the Director, they will have 30 days to complete an individualized academic honesty education program. Occasionally the Director may refer the student to the Writing Center for additional support. When 30 days are not practical, the student, AHJB chair, and educational component advisor will agree on a reasonable deadline for completion. If the student fails to communicate with the Ethics Center Director or fails to complete the program within 30 days, the

case may be referred back to the AHJB Chair for further academic penalties, or the case may be referred to the Dean of Students to be charged with failure to comply with college officials through the behavioral conduct process. The student will notify both the AHJB chair and the educational component advisor via email once the educational component is completed.

Non-Lake Forest College students who are found responsible for academic dishonesty will not be required to meet with the Ethics Center or Writing Center.

The faculty member, Dean of the Faculty, Dean of Students, Chair of AHJB, and the faculty advisor are notified of any sanctions assessed for Academic Honesty Policy violations. Furthermore, the Registrar is notified of any course failures. Suspensions or dismissals from the College are recorded on students' transcripts and in their permanent files.

#### Withdrawals

See the section titled "Exceptions" under "Academic Policies" regarding withdrawals from courses in which charges of academic dishonesty have been brought.

#### Appeals

A student may ask the Dean of the Faculty to consider an appeal on procedural grounds only.

#### Student Evaluations

When a faculty member has brought a charge of academic dishonesty against a student, a note indicating that such a charge was made will be included with the student evaluations for that course.

# Services for Students with Disabilities

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 protect individuals with disabilities from discrimination and mandate the availability of accommodations to ameliorate the impact of the disability to afford equal access to education.

Students must meet the statutory definition of disability under federal law. In order to determine whether an individual is entitled to these protections, the Health and Wellness Center and the Learning and Teaching Center require evidence verifying that the individual's condition fits the definition of "disability."

The ADA defines disability as:

1. a physical or mental impairment that substantially limits one or more of the major life activities of such individual
2. a record of having such an impairment, or
3. being regarded as having such an impairment.

A condition is considered a disability if it prevents or substantially limits the ability to perform a major life activity or significantly restricts the condition, manner, or duration in performing the major life activity as compared to the average person. The analysis of "substantially limits" is a comparative term to the average person in severity, impact, and duration. Generally, a condition must be substantially limiting for more than several months. A condition is not a disability if it results in mild limitations.

ADA evidence serves two primary purposes:

1. To establish the right to protection from discrimination. Non-discrimination is an assurance that individuals with disabilities will not be excluded or provided lesser access to programs and activities based on assumptions rooted in stereotype or perception of ability that are not based in fact. Non-discrimination also provides freedom from harassment based on perceptions of disability. Evidence needed for protection from discrimination based on disability without a request for accommodation can be quite brief. A diagnostic statement from an appropriate professional or a past history or recognition as a person with a disability could suffice as the basis for protection from discrimination.

2. To determine the accommodations to which the individual may be entitled. Reasonable accommodations include modifications to policy, procedure, or practice and/or the provision of auxiliary aids and services that are designed to provide equal access to programs and services for qualified individuals with disabilities. Accommodations are reasonable when they do not fundamentally alter the nature of a program or service and do not represent an undue financial or administrative burden.

To request appropriate accommodations, a student should contact the Assistant Dean of Faculty for Learning Support. More information can be found on the Services for Students with Disabilities website.

### **Grievance Procedure**

Lake Forest College does not discriminate on the basis of a disability against any otherwise qualified person by denying him or her participation in, or the benefits of, any College program or activity.

Section 504 requires the adoption of a grievance procedure to deal with allegations of discrimination on the basis of a disability. If a member of the student body feels there is reason to believe that discrimination because of disability has occurred under Section 504 of the Rehabilitation Act of 1973, a grievance should be handled in the following manner:

- Individuals with a grievance should notify the President's Office of their grievances, in writing. It is recommended to do so within seven days of the alleged incident.
- Failing resolution, individuals should follow appropriate grievance procedures established for sex discrimination.

# Undergraduate Departments and Programs

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# African American Studies

## Faculty

*Daw-Nay Evans*

Associate Professor of Philosophy  
Chair of African American Studies

*Aundrey Jones*

Assistant Professor of African American Studies

*Courtney Joseph*

Associate Professor of History and African American Studies

*RL Watson*

Assistant Professor of English

## Major and Minor in African American Studies

The Major and Minor in African American Studies were redesigned in 2021. The new requirements will apply to all students who matriculate in Fall Semester 2021 and thereafter (see College Catalog pdf archives for major and minor requirements before Fall 2021).

The Major in African American Studies requires at least nine credits, while the Minor in African American Studies requires at least six credits. Students must earn at least a C- in any course that counts toward the major in African American Studies. Students must earn at least a C average (2.0) in all courses selected to fulfill the major or minor requirements in African American Studies. No more than three courses with grades of "P" will be counted toward the major in African American Studies. No more than two courses with grades of "P" will be counted toward the minor in African American Studies. All courses taken for a "P" grade must earn at least a "C-" or better.

*Requirements for the Major:*

1. One required introductory course:

- Afam 110: Introduction to African American Studies

2. One required literature course:

- Afam 216: African American Literature I or
- Afam 217: African American Literature II

3. Two required history courses:

- Afam 202: African American History 1619-1865
- Afam 203: African American History 1865-2016

4. One required philosophy course:

- Afam 206: Letters to a Young Black Philosopher or
- Afam 271: African Philosophy or
- Afam 272: African American Philosophy

5. One required politics course

- Afam 200: Black Politics and Protest

6. At least two electives from the following list with one at 300-level or above:

- Afam 205: Psychology of Prejudice
- Afam 206: Letters to a Young Black Philosopher
- Afam 214: James Baldwin
- Afam 215: Afrofuturism
- Afam 219: Malcolm & Martin: The Literature of Peace & Resistance
- Afam 221: Cultures of Modern Africa
- Afam 225: Islam in America
- Hist 226: American Civil War
- Afam 227: History of Jazz



- Afam 228: History of Hip Hop
- Afam 230: Africa and the World
- Afam 235: Racism and Ethnic Relations
- Afam 237: African American Religions
- Afam 238: Hip-Hop Music Producers: American Music in Black, White, and Gray
- Afam 240: Street Memoirs
- Afam 241: African American Drama and Theater
- Afam 250: Dialogue: Race, Ethnicity, Religion
- Afam 255: Philosophy of Race and Racism
- Afam 258: Fight the Power
- Pols 270: Race and Criminal Justice
- Afam 271: African Philosophy
- Afam 272: African American Philosophy
- Afam 273: Cultural Ecology of Africa
- Afam 275: Black Her-story
- Afam 283: Race, Class, Gender, and the Media
- Afam 284: Music of Protest
- Afam 305: Women and Gender in Hip Hop
- Afam 310: Equity and Social Justice in Education
- Afam 312: Black Metropolis
- Afam 317: History of Black Television
- Afam 319: Protest and Police in U.S. History
- Afam 323: Black Environmental Culture
- Afam 327: 21st Century Black Authors
- Afam 330: History and Philosophy of Slavery
- Afam 361: Civil Rights Movement
- Pols 363: The Fourteenth Amendment: Civil Rights and Equality

A maximum of two credits may be earned through tutorials, research projects, creative projects or internships.

## 7. Senior Studies requirement

- Senior Seminar

*Requirements for the Minor:*

### 1. One required introductory course:

- Afam 110: Introduction to African American Studies

### 2. One required literature course:

- Afam 216: African American Literature I or
- Afam 217: African American Literature II

### 3. One required history course:

- Afam 202: African American History 1619-1865 or
- Afam 203: African American History 1865-2016

### 4. One required philosophy course:

- Afam 206: Letters to a Young Black Philosopher or
- Afam 271: African Philosophy or
- Afam 272: African American Philosophy

### 5. One required politics course:

- Afam 200: Black Politics and Protest

### 6. One elective course at 300-level or above:

- Afam 305: Women and Gender in Hip Hop
- Afam 310: Equity and Social Justice in Education
- Afam 312: Black Metropolis
- Afam 317: History of Black Television
- Afam 319: Protest and Police in U.S. History

- Afam 323: Black Environmental Culture
- Afam 327: 21st Century Black Authors
- Afam 330: History and Philosophy of Slavery
- Afam 361: Civil Rights Movement
- Pols 363: The Fourteenth Amendment: Civil Rights and Equality

A maximum of one credit may be earned through tutorials, research projects, creative projects or internships.

### **Learning Outcomes**

The expected Student Learning Outcomes for the African American Studies program are:

1. The African American Studies major will be able to demonstrate familiarity with theories, concepts, racial perspectives, historical periods in the history and culture of African Americans in the United States.
2. The African American Studies major will be able to reinterpret the variety of black experiences and the rich traditions of African culture in the United States.

### **African American Studies Courses**

*AFAM 110: Intro to African American Studies*

This course provides an overview of African American history and culture. Topics include major events, persons, and issues spanning the period from the African heritage to contemporary times. Students survey the evolution of African American expressive culture in music, literature, film, art, and dance. The course includes lectures, discussions, and video presentations. (This course satisfies Humanities and Domestic Pluralism.)

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*AFAM 120: BK's Finest: JAY-Z and Philosophy*

(Brooklyn's Finest: JAY-Z and Philosophy.) From growing up in the Marcy Projects in Brooklyn to selling out concerts at Madison Square Garden, JAY-Z has become a global hip-hop icon. Besides being the first rap artist to be inducted into the Songwriters Hall of Fame and holding the record for the most number one albums by a solo artist, JAY-Z's body of work stands as a monumental contribution to American culture. In this course, we explore the poetics and philosophy of JAY-Z's music. As we cultivate an artistic appreciation for JAY-Z's rap skills such as storytelling, wordplay, and delivery, we also treat his music as an opportunity to critically engage topics such as racism, sexism, and economic inequality. Finally, we watch several of JAY-Z's music videos as well as documentaries focused on his life and work. No prerequisites.

cross listed: PHIL 120

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*AFAM 200: Black Politics and Protest*

This course traces moments in the history of Black America's quest for freedom and survival. This course analyzes how Black political movements have operated in relation to, and in response to, segregation, (un)employment, housing, policing and incarceration, voting rights, health, education, and law. Consequently, this course examines how state repression has responded to, neutralized, and liquidated Black movements and the people that led them. While the focus is primarily on Black American politics and struggle, this course also showcases how Black political engagement has always been globally linked with struggles for liberation across Africa and the Caribbean, Latin and South America, Europe, and Asia. From slavery and abolition, the Civil War and Reconstruction, Jim Crow and Civil Rights, neoliberalism and war, to the election of Barack Obama in 2008, we examine the cultural, social, and political depth that Black people have carved in a history of American political discourse. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: POLS 282

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*AFAM 202: African American History 1619-1865*

This course surveys the history of African Americans in the New World, from the first colonial encounter through the sociopolitical changes of the burgeoning United States that led to the Civil War (1861-1865). The history of African Americans in the United States is often defined by the chattel slavery experience. However, the early years of American history that made people of African descent American are much more complex. By centering the actions and voices of the heterogeneous African American community, this course examines topics including the Middle Passage, domestic slavery expansion, free and maroon black communities, various resistance strategies, interracial coalitions, and the role of enslaved people in bringing about their own emancipation. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: HIST 202

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*AFAM 203: African American History 1865-2016*

This course examines the journey of African Americans from the end of the Civil War through Reconstruction, the New Nadir, the Civil Rights and Black Power Movements, the War on Drugs and new black capitalism, and the rise of hip hop, ending with the Obama years. In 1865, the centuries-old question of where African Americans would fit into the fabric of United States society was finally answered. As newly freed people and full citizens, African Americans learned that the process of citizenship would not be seamless or easy, and that the fight was just beginning. Blacks redefined their status over and over again during this 150-year period, and this course will examine why and how these shifts occurred. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: HIST 203

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*AFAM 205: Psychology of Prejudice*

In this course we will explore psychological approaches to understanding stereotyping, prejudice, and discrimination--the psychology of prejudice, for short. We will examine research and theory on topics such as historical changes in the nature of intergroup attitudes; the prevalence of prejudice in the U.S. today; the impact of stereotyping and discrimination on members of stigmatized groups; likely causes of prejudice; the psychological processes underlying different forms of prejudice (e.g., based on race, ethnicity, class, religion, gender, sexual orientation, age, ability, or appearance); and methods of combating prejudice, encouraging acceptance of diversity, and improving intergroup relations. (This course satisfies Social Science and Domestic Pluralism.)

cross listed: PSYC 205, AMER 201

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*AFAM 206: Letters to a Young Blk Philosopher*

(Letters to a Young Black Philosopher.) This course examines the work of a single Black philosopher or a philosopher whose work is centered on the Black experience. We treat their entire body of work as a "love letter" to the next generation of Black philosophers and anyone who wishes to learn about the Black experience. We will study philosophers such as Charles Mills, Cornel West, Anita Allen, W. E. B. Du Bois, Bernard Boxill, Martin Luther King Jr., Joy James, Lewis Gordon, and Lucius Outlaw. Students explore the arc of a Black philosopher's philosophical development from their first efforts to their last or most recent. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: PHIL 206

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*AFAM 208: Tpcs: Africana Women's Relg Exprnce*

(Spring 2019 Topic: Africana Women's Religious Experience.) New Description: This course explores the multidimensional religious experiences of Africana women, specifically Black women throughout the Americas, Africa,

and the Caribbean, as they attempt to define and realize a sacred self across diverse periods and contexts. We give attention to the voices of Africana women in history and literature, film, performance, sacred speech and music to examine the ways religion has empowered and disempowered Black women in their individual and collective lives. Prerequisite: One course in either GSWS or AFAM. .  
cross listed: RELG 200, GSWS 208

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*AFAM 214: James Baldwin*

In his powerful and moving novels and essays, James Baldwin confronted the lies America told itself about race, exposing the roots of social and political and cultural systems that superficially boasted of improving race relations but that instead continued to marginalize Black and brown bodies. This course offers a close reading of Baldwin's fiction and his essays, probing the ways that he provides a critique of the politics of race, sexuality, and nation in his own time and in ours. The course also includes readings and discussions of critical analyses of Baldwin's writings. No prerequisites. (This course satisfies Domestic Pluralism and Writing Intensive.)  
cross listed: ENGL 214

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*AFAM 215: Afrofuturism*

What is a black future? The term "Afrofuturism" has been used to describe the recent cultural creations of black writers and artists who vividly envision futures of and for people of African descent. Afrofuturism, which aesthetic gained momentum in the work of science fiction authors Octavia Butler and Samuel R. Delany, as well as in the jazz and poetry of musician SunRa, and which can be found thriving in works like *Black Panther*, is the subject of inquiry for this course. This survey is an introduction to the literary works produced within the movement from its modern manifestations to its present-day expansions. In his landmark essay on the topic, Mark Dery asks, "Can a community whose past has been deliberately rubbed out, and whose energies have subsequently been consumed by the search for legible traces of its

history, imagine possible futures?" The wealth of literary and artistic production of works in the aesthetic provides a diverse and emphatic "yes." This course seeks to position Afrofuturism as an alternative means of (re)interpretation, back-talk, and as an avenue for imagining a future in light of (and in spite of) the experiences of the past and present. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: ENGL 215

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*AFAM 216: African American Literature I*

This course is an introduction to the writings of African-Americans before the Civil War. These diverse documents tell tales of faith, perseverance, rebellion, suffering, freedom, independence, cunning, and patriotism that are an integral part of the American literary canon. We read a collection of classics together, compare and contrast the voices represented, and consider the diversity of responses to finding oneself in chains in one of the most brutal forms of chattel slavery the world has ever known. Voices studied include Douglass, Wheatley, Jacobs, Brown, Wilson, Walker, Turner, and Thurman. (This course satisfies Domestic Pluralism and Writing Intensive.)  
cross listed: ENGL 216, AMER 216

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*AFAM 217: African American Literature II*

What does it mean to be a Problem? This course is a sister course to African-American Literature I, and will cover African-American literature written after the American Civil War. In this part of the one-year survey, we examine narrative attempts by African-American authors to define blackness and the black experience on their own terms in the period before, during, and after the Harlem Renaissance. We read a collection of classics together, compare and contrast the voices represented, and consider the development of African American literary self-representation in the century following Emancipation. Voices studied include Wells, Washington, Hughes, Johnson, Baldwin, and Morrison. No prerequisites. (This course satisfies Domestic Pluralism and



Writing Intensive.)  
cross listed: ENGL 217, AMER 217

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*AFAM 219: Malcolm & Martin*

(Malcolm & Martin: The Literature of Peace & Resistance.) Malcolm X (el-Hajj Malik el-Shabazz) and Dr. Martin Luther King, Jr., two prominent leaders of the Civil Rights Movement so often put into conversation with each other, have left us a legacy for how we think about social struggle—whether it be through the message of non-violence and Christian love that Martin Luther King, Jr. preached, or through the message of fearless self-defense and resistance "by any means necessary" for which Malcolm X came to be known. Both leaders were prolific authors whose works, singular in style and rich in rhetoric, comprise a seminal part of the American literary canon, and have been regularly featured by authors of creative works in fiction, drama, poetry, etc. since their publication. This course is an opportunity to delve deeply into the words of both men, long considered the authors of two disparate ways of viewing and engaging in civic struggle in America. We look at the creative activist writings of each—speeches, letters, interviews, autobiographical material—and complicate what at first seems a simple battle between "violent" and "non-violent" approaches to liberation. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: ENGL 219, RELG 219

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*AFAM 221: Cultures of Modern Africa*

(Offered Less Frequently) Introduction to contemporary rural and urban society in sub-Saharan Africa, drawing on materials from all major regions of the subcontinent. Particular emphasis will be on problems of rural development, rural-urban migration, and structural changes of economic, political, and social formations in the various new nations. (This course satisfies Social Science and Global Perspective.)  
cross listed: SOAN 221, IREL 271

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*AFAM 225: Islam in America*

Muslims have lived in America since at least the early 19th century, and the U.S. is currently home to approximately 3.45 million Muslims. This course explores the origins and history of Muslims living in the US today. Studying the history of African American, immigrant, and convert communities, we address issues of identity, religious practice, integration, and assimilation. The course also examines such contemporary topics as the diversity within religious interpretations and views of Muslim communities, including perceptions of extremism and Islamophobia. Participants look at trends in Muslim-American culture and lifestyle, politics, and gender relations as seen in contemporary social media. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: RELG 225, AMER 212, ISLM 225

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*AFAM 227: History of Jazz*

Principal styles of representative jazz musicians; the roots (including blues and ragtime); jazz in New Orleans and Chicago; and big band, swing, bop, and fusion. No prerequisite. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: MUSC 227, AMER 227

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*AFAM 228: History of Hip Hop*

This course examines the history of hip hop, dating back to the first hip hop party held on August 11, 1973 in the Bronx, New York to its present standing as a critical component of popular culture around the world. As the descendent of African American musical genres (like blues, jazz, soul, and funk), hip hop music and culture embodies the black experience and was born out of the black struggle of the 1960s and 1970s. Topics covered in this

course include West Coast/gangsta rap, the Chicago sound, Cash Money and No Limit Records, the rise of Atlanta and the dirty South, international rap, female rappers, and more. How did this regional form of black expression become the international language of cool and controversy it is today? No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

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*AFAM 230: Africa and the World*

This course draws on histories, philosophies, politics, and cultures that constitute how Africa (as both a geopolitical location as well as a contested terrain of both imagination and conquest) has been at the center of the Black radical imagination. Drawing on global narratives of what Africa has meant throughout history to various intellectual, cultural, political, and artistic producers, this course investigates how generations of African descendants, particularly in the Americas, have imagined, created, and remembered Africa as a homeland to which, in various ways, they hope to return. Amidst imperialism and war, colonialism and genocide, (im)migration and disposal, this course asks: how have Black people in the West imagined these histories and realities of mass violence as central to how Africa is thought of in the present? No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

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*AFAM 235: Racism and Ethnic Relations*

This course surveys of the development of the theories of race and ethnic relations at the individual, group, and cultural levels. Students will examine the impact these theories have had on social policy. The course focuses on the experience of Asians, Latinos and African Americans with special attention given to institutional expressions of oppression in American Society. (This course satisfies Social Science and Domestic Pluralism.)  
cross listed: SOAN 235, AMER 235

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*AFAM 237: African American Religions*

This course is an exploration of the rich diversity of African American religions from the colonial period to the present. Attention will be given to key figures, institutional expressions as well as significant movements in North America, the Caribbean and broader Black Atlantic. Major themes include African traditions in American religions, slavery and religion, redemptive suffering, sacred music, social protest, Black Nationalism, African American women and religion, religion in hip hop and secularity in black religious literature. Students will learn about the ways these themes have often served both as unique contributions to and critiques of America? political establishment and social landscape. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: RELG 237, AMER 230

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*AFAM 238: Hip-Hop Music Producers*

(Hip-Hop Music Production: American Music in Black, White, and Gray.) In this course we examine the role of the hip-hop producer. We learn the origins of hip-hop deejaying and music production and follow its development into sampling, digital collage, and producer-as-hip-hop-auteur. By digging into the sources of various samples, we learn about the history of American popular music production. In addition, we put the music created by hip-hop producers into historic context. There is no such thing as music production separate from identity. Because hip-hop is the dominant musical form of our time, and because it's widely viewed as a form of black music, we study it to flesh out American musical identity. In-class time consists of listening, lectures, discussions, quizzes, and midterms and final exams. Homework consists of readings and listenings. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: MUSC 237

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*AFAM 240: Street Memoirs*

Often overlooked, and yet an important part of the African American literary tradition, the African American "street" memoir is the subject of this course. We will read memoirs written by Black American gangsters, hustlers, pimps, and other "street" characters. These rigid accounts of Black urban life testify to the socio-historical and artistic realities that reveal broader connections to racism and poverty, capitalism and accumulation, bondage and movement, sexism and violence, and, ultimately, punishment and death. This course emphasizes the cultural and intellectual value of reading Black street memoirs from some of the community's most undercast and maligned figures, and it provides an opportunity for critical engagement with the nuances, precarities, and possibilities of the making and shaping of Black life in 20th-century North America. Authors under investigation include Iceberg Slim, Donald Goines, Stanley "Tookie" Williams, and others. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

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*AFAM 241: African American Drama and Theater*

This course surveys the work African American theater artists from the nineteenth century to the present day. Playwrights surveyed may include Richardson, Hughes, Hansberry, Childress, Bullins, Baraka, Fuller, Wilson, Cleage, Shange, and Parks. Readings are supplemented by field trips to Chicago theaters that feature African American plays. .  
cross listed: THTR 241, ENGL 241

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*AFAM 250: Dialogue: Race, Ethnicity, Religion*

In a culturally and socially diverse society, exploring issues of difference, conflict, and community is needed to facilitate understanding and improve relations between social/cultural groups. In this course, students will engage in meaningful discussion of controversial, challenging, and divisive issues in society related to race, ethnicity, and religion. Students will be challenged to increase personal awareness of their own cultural experience, expand

knowledge of the historic and social realities of other cultural groups, and take action as agents of positive social change in their communities. This course requires a high level of participation from all students. Note: This course earns .5 credits. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: ETHC 250, RELG 221

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*AFAM 255: Philosophy of Race and Racism*

This course examines philosophical approaches to race and racism. We pay special attention to the normative, metaphysical, and conceptual problems and solutions that inform philosophical race theory. Some of the key questions we answer include the following: Is race a natural kind, a social kind, or something else entirely? What does philosophy have to contribute to the study of race and racism? What is the relationship between race and racism? Ultimately, the aim of this course is to provide students with a philosophical toolkit that will allow them to engage in civil and informed critical discussions about the nature and consequences of race talk and the practice of racism. No prerequisites. (Not recommended for first-year students.) (This course satisfies Humanities and Domestic Pluralism.)

cross listed: PHIL 255

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*AFAM 258: Fight the Power*

(Fight the Power: Spike Lee's Black Aesthetics.) As one of the greatest filmmakers of all time, Spike Lee is both loathed and loved. His films challenge the stereotypes and paternalistic assumptions about African Americans that have become sacrosanct in America's popular imagination. We will explore how the aesthetic representation of race, class, and gender in Spike Lee's filmography have helped create a new genre of film called African American noir. In so doing, we will watch several of Spike Lee's films, documentary projects, and television ads. Ultimately, our goal will be to appreciate Lee's cinematic technique, examine his critique of white supremacy, and consider the cultural and historical events that have shaped

his artistic vision. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: PHIL 258, CINE 258

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*AFAM 270: Race and Criminal Justice*

This course will examine the systemic racial injustices inherent in American criminal jurisprudence from police interaction to trial and sentencing, incarceration, and supervised release. Students will study how racial injustice continues to pervade the American criminal justice system despite the constitutional guarantees of equal protection and due process. How do so many players, from police officers to judges and juries, fail to protect against racial injustice? Why do courts, when confronted with allegations or proof of racially motivated police misconduct, overwhelmingly cite "harmless error" doctrine? To attempt to answer these complicated questions, students will learn legal criminal procedure, study 4th, 5th, 6th and 8th amendment case law, and have an opportunity to listen to and speak with a variety of professionals in the criminal justice field. No prerequisites. (This course satisfies Social Science and Domestic Pluralism.)  
cross listed: POLS 270, AMER 274

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*AFAM 271: African Philosophy*

This course is an introduction to African philosophies, reflecting the continent's vast diversity in languages, religions, and cultures. Such diversity is mirrored in Africa's philosophical landscape. We explore both precolonial and postcolonial philosophical traditions, examining indigenous communities such as the Yoruba, Akan, and Egyptian, alongside contemporary approaches such as African analytic philosophy, hermeneutics, and critical theory. Topics covered in this course include the role of communalism in African philosophical discourse, methodological debates within African philosophy, the significance of African oral philosophies, and the impact of European colonialism on the development of African philosophy. Major philosophers we may study include Kwasi Wiredu, Frantz Fanon, D. A. Masolo, Tsenay Serequeberhan, and Paulin J. Hountondji. (This course satisfies Global

Perspective and Writing Intensive.)  
cross listed: PHIL 271

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*AFAM 272: African American Philosophy*

This course is an introduction to African American contributions to traditional areas of philosophy, such as metaphysics, epistemology, political philosophy, and aesthetics. Simultaneously, it serves as an introduction to the many ways that the lived experiences of African Americans, from the Transatlantic Slave Trade to the Black Lives Matter Movement, have created new opportunities to challenge traditional philosophical narratives. We pay special attention to the unique ways in which African American philosophical concepts, theories, problems, and methods constitute both a "philosophy born of struggle," as Leonard Harris argues, and a new tradition within Western philosophy. Major philosophers we may study include Cornel West, Angela Davis, Tommy Curry, Joy James, and Alain Locke. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: PHIL 272

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*AFAM 273: Cultural Ecology of Africa*

In this course, we will study the relationships between African peoples and their environments. We will consider the process of globalization and its relationship to the changing landscape of Africa in a historical context. By combining environmental studies and anthropology, we will bring a unique perspective to our study of the historical interaction of African cultures and environments, from pre-colonial times through the colonial period to the current post-colonial period. No prerequisites. (This course satisfies Social Science and Global Perspective.)

cross listed: SOAN 273

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*AFAM 275: Black Her-story*

This course looks at the history of Black people and culture in the United States with a special focus on those who identify as Black women. From Harriet Tubman to Alicia Garza, Bessie Smith to Beyonce, this course examines how the intersectional identities of Black women have enriched racial freedom struggles and the fight for women's rights, among other issues. We will use "A Black Women's History of the United States," the 2020 book by award-winning Black women historians, Daina Raimey Berry and Kali Nicole Gross, as the main textbook, and read other historical texts by Black women as well. No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: HIST 275

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*AFAM 283: Race, Class, Gender, and the Media*

Race, class, and gender occupy important places in the contemporary study of the media. This course explores the connections between race, class, and gender through the exploration of the intersections between these important components of social structure and ideology. The motivating goal in this course is to show students how social structure and meaning become intertwined elements in how we experience race, class, and gender. An important element in this course will be the emphasis on the identities and positions of relatively less empowered groups in contemporary society. This will be done through a focused consideration of structural and ideological elements of contemporary culture as found in: the media industry, journalism, social constructions of reality, music, film, television, radio, and the internet. (This course satisfies Social Science and Domestic Pluralism.)  
cross listed: COMM 283

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*AFAM 284: Music of Protest*

Does a song have the power to alter history? Can music change the path of the politics of a nation? Throughout the history of the United States, music has

played an important role in social, political, and cultural change. In this course, we focus on important moments of musical protest in Popular music in the United States, from the Civil War to the present day. We examine a range of issues, with a strong focus on Civil War-era abolition songs, music of the Civil Rights era, anti-War songs from the Vietnam and Iraq conflicts, and contemporary music that addresses police brutality and systemic racism. Additional topics include labor songs, and songs that protest environmental destruction. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: MUSC 284, AMER 284

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*AFAM 300: Police, Prisons, Power*

This course offers a critical examination of the U.S. carceral state. "Carcerality" describes the web of people, ideas, resources, and institutions that make policing, surveillance, and incarceration constitutive features of social life in 20th century America(s). This course offers carcerality as a framework that organizes sites and accruals of human misery and resistance across time and across multiple spatial scales. Rather than treating the "police," "law and order," and "criminal justice" as apolitical and ahistorical institutions, this course addresses them within the concrete social contexts of their formation. This course offers a historical, analytical, and theoretical assessment of the formation of the U.S. state at the political, geographic, and institutional sites of criminalization, policing, and incarceration. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: POLS 304

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*AFAM 305: Women and Gender in Hip Hop*

This course examines the history and role of women and gender in Hip Hop, from the 1970s to 2010. The increasingly popular musical genre and cultural phenomenon is often critiqued for being misogynist and homophobic. This class examines where this critique stems from and subverts this narrative to show the importance of women and gender to hip hop music and culture.

Topics covered in this course include female rap pioneers, how discussions of masculinity and femininity have shaped rap lyrics, and the growing gender fluidity in hip hop. Prerequisites: AFAM 228 (This course satisfies Domestic Pluralism and Writing Intensive.)  
cross listed: GSWS 306, MUSC 306

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*AFAM 310: Equity & Social Justice in Educ*

(Equity and Social Justice in Education) This course examines 'equity' and 'social justice' both as concepts and in the context of three aspects of education: the historical founding of U.S. schools on oppressive ideals; the primary roles of race/ethnicity, space, and socioeconomic status, but also religion, gender, sexual orientation, language, and (dis)ability in individual and group experiences of schooling; and strategies for socially just education. The course uses documentary history, scholarly sources, and personal narratives to explore tensions between the ideals of freedom and equality and the reality of segregation and marginalization in U.S. education. Course content focuses on U.S. public education as a microcosm of equity and social justice issues nationally and internationally. Not open to first-year students. (This course satisfies Social Science and Domestic Pluralism.)  
cross listed: EDUC 310, ETHC 340

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*AFAM 312: Black Metropolis*

(Black Metropolis: A Study of Black Life in Chicago). This course is a study of race and urban life in Chicago. From the founding of Chicago by a black man to the participation of blacks in the rebuilding of the city following the Great Chicago fire, and into an exploration of Bronzeville, 'a city within a city,' this course will highlight blacks and their contributions to this great city. Study of landmark texts, documentaries, novels, and photography, along with at least one field trip to the Chicago area, will reveal the impact of the Great Migration on the city; contributions of talented musicians, writers, and photographers involved in the Chicago Renaissance; and the origins of the famous black Chicago newspaper, the Chicago Defender, including its regular column by

Langston Hughes.  
cross listed: ENGL 312, AMER 312

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*AFAM 317: History of Black Television*

This course connects late 20th-century African American history to the development of black television, focusing on themes of activism, family, politics, economics, standards of beauty, and culture. Critics and audiences have noted that we are in a golden era of black television, with an upsurge of shows over the last few years that display the multiplicity of black life in the United States. And yet, this is not the first time this has happened. Since the 1950s, African Americans have been depicted on the small screen in both regressive and progressive ways. How have these images changed over time? How do these depictions impact the way people see African Americans and how African Americans see themselves? No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: HIST 317

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*AFAM 319: Protest and Police in U.S. History*

This course examines historical instances of policing, inequality, and protest, including mobs in the American Revolution, abolitionist direct actions, the terror of the Klu Klux Klan, sit-ins against Jim Crow, protest against military action, and the #BlackLivesMatter movement. Throughout U.S. history, Americans have been committed both to protest and disruption in order to advance their causes, and to stability, security, and the maintenance of order. Despite widespread fears about disorder and crime today, Americans in the past were far more violent. In this course, we will trace how ordinary people came together to challenge authority, and how those with power built state structures that could legitimately use violence. We will see how policing was shaped by fears of newly-arrived immigrants, the demands of a slave economy, and entrenched racism. We will study the intersecting histories of race, inequality, and state power across the American past. Students will develop a major research project on a particular historical instance of policing,

inequality, and protest. Prerequisite: HIST 200 or HIST 201 or permission of instructor. (This course satisfies Domestic Pluralism and Writing Intensive.)  
cross listed: HIST 319, AMER 319

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*AFAM 323: Black Environmental Culture*

Until the environmental justice movement rose to prominence over the past few decades and invited a more critical perspective on the connection between race and the environment, popular understanding of the American environmental (and environmentalist) tradition had effectively been whitewashed. But why? This course works to find answers to that question while unearthing the deeper roots of Black environmental culture in conversation with key moments in Black history in the United States--from slavery to sharecropping, from migration and urbanization to environmental justice. Interdisciplinary approaches examine sources as diverse as slave narratives, fiction, poetry, songs, photographs, maps, and ethnographies. Black intellectuals, writers, visual and musical artists, and everyday citizens not always associated with environmental thought are considered, from W.E.B. Du Bois and Zora Neale Hurston to the Black Panthers and the victims of Flint, Michigan's, water crisis.  
cross listed: ES 323

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*AFAM 327: New, Black, and Lit: 21st Century*

(New, Black, and Lit: 21st Century Black Authors.) African American authors have responded in new and compelling ways to the dynamism of racial promise and constriction in the 21st century. These literary voices, often newly proliferate in the national cultural consciousness, are the subject of this course, which explores the works of Black authors writing after 2000 and will pay particular attention to works written in the post-Obama era. Texts considered include works by Ta-Nehisi Coates, Jesmyn Ward, Chimamanda Ngozi Adichie, Edwidge Danticat, Yaa Gyasi, Zadie Smith, Angie Thomas, Roxane Gay, and Jacqueline Woodson. (This course satisfies Humanities and

Domestic Pluralism.)  
cross listed: ENGL 327

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*AFAM 330: History and Philosophy of Slavery*

An examination of American slavery and its aftermath from the slave ship to the Age of Neo-slavery. We will read slave narratives, historical accounts of slavery, and philosophical interpretations of slavery from the black radical tradition and contemporary philosophy. All three approaches will provide us with multiple angles from which to consider the institution of slavery and America's supposed commitment to life, liberty, and the pursuit of happiness. On the whole, our aim will be to wrestle with the tortured logic that is the tragic contradiction of American slavery and American freedom. Prerequisites: AFAM 110, one philosophy course, or permission of the instructor. (This course satisfies Domestic Pluralism.)  
cross listed: PHIL 330

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*AFAM 335: Environmental Justice*

Environmental justice movements contest environmental inequalities (disproportionate exposure to environmental ills like pollution and inadequate access to environmental goods like nature-based recreation) that manifest themselves along lines of race, ethnicity, class, and gender. This course employs a variety of disciplinary perspectives—including history, literature, sociology, political science, and philosophy—to examine the origins and evolution of these social movements worldwide, but especially emphasizes the environmental battles waged by African American, Latinx, and Native American communities in the United States. From climate change's rising seas that threaten developing nations to the toxic waste dumps that threaten the health of communities of color, case studies are used to explore how local struggles help shape a global consciousness about environmental injustices. Chicago-area environmental justice movements are given special attention and are incorporated into field studies. Prerequisites: ES 110 or permission of

instructor. (This course satisfies Social Science and Domestic Pluralism.)  
cross listed: ES 335

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*AFAM 361: Civil Rights Movement*

This course focuses on the origins, development, and accomplishments of the civil rights movement in post-World War II America. Particular emphasis will be given to the differences between the struggle for black equality in the south and its northern counterpart. Taught in a seminar format, the class will be both reading- and writing-intensive. Course readings and paper assignments are designed to help students develop a comparative analytical framework and to illuminate the following lines of inquiry: What caused and what sustained the civil rights movement? What changes took place within the movement over time, particularly at the level of leadership? What underlay the radicalization of the movement and what were the consequences? To what extent did the civil rights movement succeed and how do we measure that success today? Finally, how did the black civil rights movement inspire other groups and minorities in American society to organize? Prerequisite: History 200 or History 201. (This course satisfies Domestic Pluralism and Speaking Intensive.)

cross listed: HIST 306, AMER 361

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*AFAM 390: Theory and Methods*

(Theory and Methods in African American Studies.) This class takes the time to confront the following question: what does it mean to be an interdisciplinary scholar? More so, what does it mean to think of African-American Studies as an interdisciplinary field? This course will engage students in thinking through African-American Studies as both an academic interdisciplinary field as well as a political praxis, bridging academic and broader societal efforts that collectivize an intellectual understanding of the various Black experiences that in the Americas. Students will learn how the field emerged along with how people who are situated within the field conduct research. How is African-American Studies done and what is its significance in the academy, the

community, and other disciplines around the globe? Prerequisite: AFAM 110, AFAM 200, AFAM 202, AFAM 203, AFAM 216, or AFAM 217. (This course satisfies Humanities and Writing Intensive.)

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*AFAM 400: Critical Race Theory*

This senior seminar engages in an examination of the field of critical race theory. Critical race theory marks a post-Civil Rights inquiry that challenges the interrelatedness of race and law, particularly through a study of how the U.S. law creates, maintains, and protects multiple forms of power and possession associated with whiteness. Spearheaded by legal scholars of color, critical race theory encompasses a critical intervention on the pervasive realities of racial and gendered violence as it operates in a variety of historical and social contexts. This course situates an interdisciplinary understanding of how legal praxis emerges from larger structures of power such as racial chattel slavery, colonialism and conquest, genocide, apartheid, capitalism, and imperialism. Key readings for this course include works written by W.E.B. Du Bois, Ida B. Wells, Derrick Bell, Cheryl Harris, Kimberlé Crenshaw, and more. Prerequisite: AFAM 110 or permission of the instructor. (This course satisfies Senior Studies and Domestic Pluralism.)



# American Studies

## Faculty

*Siobhan Moroney*

Associate Professor of Politics  
Chair of American Studies

*Benjamin Goluboff*

Professor of English

*Rebecca Graff*

Associate Professor of Anthropology

*Brian McCammack*

Associate Professor of Environmental Studies

*Donald Meyer*

Professor of Music

*Davis Schneiderman*

Professor of English

*Benjamin Zeller*

Professor of Religion

## **Major and Minor in American Studies**

The Major in American Studies requires at least nine credits, while the Minor requires at least six credits. Courses taken Pass-NoPass may *not* count

towards the major or minor in American Studies. Students must earn a minimum grade of C- in all courses used to fulfill the major or minor.

*Requirements for the Major:*

- American Studies 110: Introduction to American Studies
- At least one section of American Studies 200: Topics
- At least one course in American politics or history
- At least one course in American literature, art, or music
- Four electives chosen in consultation with the American Studies advisor
- Senior Seminar requirement: American Studies 480

At least one course toward the major must be taken at the 300-level, and at least two courses toward the major must deal with issues and material related to African American Studies.

*Requirements for the Minor:*

- American Studies 110: Introduction to American Studies
- American Studies 200: Topics
- Four electives chosen in consultation with the American Studies advisor

At least one course toward the minor must deal with issues and materials related to African American studies.

## **Learning Outcomes**

The expected Student Learning Outcomes for the American Studies program are:

1. The American Studies major will be able to synthesize different perspectives on the American experience.
2. The American Studies major will be able to use a synthesized and broad critical perspective to formulate his/her own analytical and critical inquiry.

## American Studies Courses

### *AMER 101: Intro to African American Studies*

This course provides an overview of African American history and culture. Topics include major events, persons, and issues spanning the period from the African heritage to contemporary times. Students survey the evolution of African American expressive culture in music, literature, film, art, and dance. The course includes lectures, discussions, and video presentations. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: AFAM 110

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### *AMER 110: Introduction to American Studies*

Have Americans always shared a common culture, or do the differences between us outweigh what unites us? In this introduction to the field of American Studies, we will explore key debates about what it means to be American, specially the impact of gender, race, ethnicity, and class on definitions of American identity, whether singular or collective. We will study mainly historical, political, and literary texts, especially first-person, nonfiction texts like letters, speeches, essays, and autobiographies in verse and prose. Students will also get a taste of the multidisciplinary nature of American Studies through film, music, dance, creative research projects, and guest speakers. (This course satisfies Humanities and Domestic Pluralism.)

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### *AMER 119: Introduction to American Politics*

Origins of the American political system, basic institutions, political parties and interest groups, and evolution of constitutional interpretation. (This course satisfies Social Science.)  
cross listed: POLS 120

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*AMER 175: Introduction to Film Studies*

This course addresses basic topics in cinema studies, including: cinema technique, film production style, the basic language of film criticism, genres of cinema, movements from the history of cinema, and film criticism. Many topics are addressed through careful analysis of particularly important and representative films and directors. No prerequisites. (This course satisfies Humanities and Writing Intensive.)  
cross listed: CINE 175

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*AMER 200: Topics: American Spaces*

(Spring 2024 Topic: American Spaces.) In the course of one day, we might wake up in our own bedrooms, eat breakfast in shared kitchens, ride a public train, work in office cubicles, spend lunch hour in a museum, jog along the lakefront, shop in a neighborhood grocery, and attend a live baseball game. In this course we will look at just such a variety of different American spaces: private and public, small and large, inside and outside, crowded and empty. Our vast continent's spaces, from densely populated cities to sprawling suburban homes, have been shaped by and shape American culture and values. We will evaluate architecture, public memorials and monuments, playgrounds, shops and offices, and other places in considering how space reflects American experiences. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: AMER 480

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*AMER 201: Psychology of Prejudice*

In this course we will explore psychological approaches to understanding stereotyping, prejudice, and discrimination--the psychology of prejudice, for short. We will examine research and theory on topics such as historical changes in the nature of intergroup attitudes; the prevalence of prejudice in the U.S. today; the impact of stereotyping and discrimination on members of stigmatized groups; likely causes of prejudice; the psychological processes

underlying different forms of prejudice (e.g., based on race, ethnicity, class, religion, gender, sexual orientation, age, ability, or appearance); and methods of combating prejudice, encouraging acceptance of diversity, and improving intergroup relations. (This course satisfies Social Science and Domestic Pluralism.)

cross listed: PSYC 205, AFAM 205

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*AMER 202: Grateful Dead and American Culture*

More than fifty years after the band's founding, the Grateful Dead looms larger than ever. From Haight-Ashbury acid-testers to visionary entrepreneurs, the band that grew up and out of the revolutions of the tumultuous 1960s found a way to mix everything from roots music to free jazz to rock into an "endless tour" that put them in the Fortune 500. The Grateful Dead provided a cultural soundtrack for not only the 1960s, but also the paranoia of the Watergate years, the Reagan-soaked 1980s, and on to the jam-band present. This course will focus on the band's performance of authentic "Americanness" throughout its half century run. We'll listen to their music, and also to their fans, enthusiasts, and scholars. We'll understand the various subcultures that separate the sixties and now, and in doing so, offer answers to this key question: Why do the Dead survive? (Elective for English, Theater, and Music) (This course satisfies Humanities.)

cross listed: THTR 206, ENGL 251, MUSC 222

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*AMER 203: Early American Literature*

A survey of early American literature including Native American oral stories and trickster tales, Puritan literature, Smith and Pocahontas accounts, captivity narratives, voices of nationalism, early slave narratives, and women's letters. (This course satisfies Humanities.)

cross listed: ENGL 203

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*AMER 204: Diverse Voices 19th-c U.S. Lit*

(Diverse Voices of Nineteenth-Century United States Literature) Works of representative writers: Poe, Hawthorne, Melville, Thoreau, Emerson, Whitman, Dickinson, and Twain. Topics of discussion include Emerson's influence on U.S. culture, developments in literary form, and themes of U.S. community and nature. (This course satisfies Humanities and Writing Intensive.)

cross listed: ENGL 204

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*AMER 205: Diverse Voices 20th-c U.S. Lit*

(Diverse Voices of Twentieth-Century United States Literature) Works of diverse writers: Baldwin, Eliot, Hurston, and Frost. Topics of discussion include major traditions and schools of U.S. literature: realism, modernism, naturalism as they address questions of modernity. (This course satisfies Humanities and Writing Intensive.)

cross listed: ENGL 205

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*AMER 206: U.S. Environmental Literature*

(United States Environmental Literature) An historically organized survey of the various rhetoric through which nature has been imagined by writers from the Puritans to contemporaries: the Calvinist fallen landscape, the rational continent of the American Enlightenment, conservation and 'wise use,' preservation and biodiversity. (This course satisfies Humanities.)

cross listed: ENGL 206, ES 206

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*AMER 208: Archaeological Field School*

Archaeological Field Methods introduces students to the discipline of archaeology, with an emphasis on fieldwork and excavation. Students will serve as the field crew on an archaeological dig in Chicago, with lectures, readings, workshops, and field trips providing the theoretical and historical context for the archaeological methods. Students will learn excavation, recording, laboratory and analytical techniques via some traditional coursework, but most significantly, through participation. Students will have the opportunity to experiment with these techniques, discuss the implications of their findings, and compare them with the research and ideas of professional archaeologists. No prerequisites. (This course satisfies Experiential Learning and Social Science.)  
cross listed: SOAN 205

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*AMER 209: Baseball in Chicago*

America's favorite pastime runs strong in Chicago. From the infamous 1919 "Black Sox" Scandal to Wrigley Field's recent renovations, this is a sport that inspires lifelong loyalties and city-wide rivalries. This course will use a methodological framework to cover everything from graft to greatness, as we achieve a longitudinal appreciation of baseball's cultural import. Through the lens of baseball we will view Chicago's past and possible future, and we will inquire as to how a variety of academic disciplines, including history, sociology, anthropology, economics, politics, and religion help to illuminate our understanding of America's national (and Chicago's local) pastime. No prerequisites.

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*AMER 210: Empire, Slavery, Freedom: Early US*

(Empire, Slavery, Freedom: Early United States) What were the origins and foundations of the United States? This course follows the transformation of North America and the emergence of the United States as an independent republic from the seventeenth century to the greatest crisis of the new nation,

the Civil War and Reconstruction. Connecting primary sources to major works of historical interpretation, it examines the foundations of the United States by tracing the political, economic, and social underpinnings of historical change. Our exploration of this history will revolve around three key themes: land, labor, and territorial conquest and empire. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: HIST 200

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*AMER 211: Rights & Reactions: Modern US Hist.*

(Inequity, Rights, Reaction: Modern United States) This course examines the major developments in U.S. history from Reconstruction to the current American political and social landscape. We explore the rise of a burgeoning capitalist economy, the rapidly changing role of government in American society, the rise of the U.S. as an imperial power, and political and social movements that redrew the boundaries of inclusion in American democracy along class, gender, and racial lines. By the mid-twentieth century, a powerful labor movement gained new rights for workers, the Civil Rights Movement overthrew the Jim Crow order, and feminism challenged established gender roles. These challenges to the status quo, however, unleashed a powerful conservative reaction. A central theme of the course is inequality: we explore both the egalitarian movements that reduced social inequality in the mid-twentieth century, as well as the renewed growth of inequality in the last forty years. No prerequisites. (This course satisfies Domestic Pluralism and Writing Intensive.)  
cross listed: HIST 201

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*AMER 212: Islam in America*

Muslims have lived in America since at least the early 19th century, and the U.S. is currently home to approximately 3.45 million Muslims. This course explores the origins and history of Muslims living in the US today. Studying the history of African American, immigrant, and convert communities, we address issues of identity, religious practice, integration, and assimilation. The



course also examines such contemporary topics as the diversity within religious interpretations and views of Muslim communities, including perceptions of extremism and Islamophobia. Participants look at trends in Muslim-American culture and lifestyle, politics, and gender relations as seen in contemporary social media. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: RELG 225, AFAM 225, ISLM 225

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*AMER 213: Ritual in Contemporary America*

This course examines how ceremonies, festivals and other performative events enrich and define community. This study of ritual may include street fairs, parades, weddings, funerals, feasts and fasts as well as other public and private behaviors that comprise the diversity of American ritual life. Our course shall explore ritual as it occurs in many of the ethnic, racial, subcultural and countercultural communities in Chicago. We will investigate and attempt to understand both the invention and re-invention of community and personal identity through ritual action. Students should anticipate frequent field trips. (This course satisfies Social Science and Domestic Pluralism.)  
cross listed: SOAN 275, THTR 235

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*AMER 215: Archaeological Field Methods*

Archaeological Field Methods introduces students to the discipline of archaeology, with an emphasis on fieldwork and excavation. Students will serve as the field crew on an archaeological dig in Lake Forest, with lectures, readings, workshops, and field trips providing the theoretical and historical context for the archaeological methods. Students will learn excavation, recording, laboratory and analytical techniques via some traditional coursework, but most significantly, through participation. Students will have the opportunity to experiment with these techniques, discuss the implications of their findings, and compare them with the research and ideas of professional archaeologists. Prerequisite: SOAN 110 or equivalent. Corequisite: This course has an additional weekly lab session (2 hrs). Not

open to students who have taken SOAN 205. (This course satisfies Experiential Learning and Social Science.)  
cross listed: SOAN 215

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*AMER 216: African American Literature I*

This course is an introduction to the writings of African-Americans before the Civil War. These diverse documents tell tales of faith, perseverance, rebellion, suffering, freedom, independence, cunning, and patriotism that are an integral part of the American literary canon. We read a collection of classics together, compare and contrast the voices represented, and consider the diversity of responses to finding oneself in chains in one of the most brutal forms of chattel slavery the world has ever known. Voices studied include Douglass, Wheatley, Jacobs, Brown, Wilson, Walker, Turner, and Thurman. (This course satisfies Domestic Pluralism and Writing Intensive.)  
cross listed: ENGL 216, AFAM 216

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*AMER 217: African American Literature II*

What does it mean to be a Problem? This course is a sister course to African-American Literature I, and will cover African-American literature written after the American Civil War. In this part of the one-year survey, we examine narrative attempts by African-American authors to define blackness and the black experience on their own terms in the period before, during, and after the Harlem Renaissance. We read a collection of classics together, compare and contrast the voices represented, and consider the development of African American literary self-representation in the century following Emancipation. Voices studied include Wells, Washington, Hughes, Johnson, Baldwin, and Morrison. No prerequisites. (This course satisfies Domestic Pluralism and Writing Intensive.)  
cross listed: ENGL 217, AFAM 217

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*AMER 219: American Art*

The visual arts in North America, covering painting, sculpture, architecture, and the applied domestic arts, from the Colonial period to the present. (This course satisfies Domestic Pluralism and Writing Intensive.)  
cross listed: ARTH 219

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*AMER 220: Religion and Politics in the USA*

This course focuses on the ways religion has been a source of political division and unity in America. Polls indicate that America is, by far, the most religious of industrial democracies and that our contentious political debates are, in large part, due to the religious dimensions of morally evocative issues like abortion and gay marriage, and the firm positions of such constituencies as the Christian Right and new Religious Left. Historically, public debates concerning abolition, suffrage and temperance drew on scholarly and legal interpretations of the Constitutional promise of both religious freedom and the separation of church and state. We will examine the role of religion in the founding of the American republic, and in contemporary political movements such as Black Lives Matter, the Federation for Immigration Reform, 21st century civil rights organizations with concerns ranging from prison reform to the environment, and the 2020 U.S. Presidential election. . (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: RELG 236, POLS 236

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*AMER 221: The Presidency*

The president is the symbolic leader of the federal government but, compared to Congress, the framers of the U.S. Constitution intended the executive to be the weaker branch of the national government. This course examines the growth and accumulation of presidential power and the implications of a strong executive for domestic politics and America's foreign relations. It also considers relations between the institution of the presidency and the courts,

the media, and the people. (This course satisfies Social Science.)  
cross listed: POLS 221

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*AMER 222: Congress*

A glance at the enumerated powers granted the legislative branch under the U.S. Constitution suggests Congress is the strongest of the three branches of the national government. Yet the power of Congress is divided between two chambers, and the vast majority of legislation proposed in either chamber never becomes law. Congress is supposed to represent the interests of the people of the various states - and yet its public standing is nowadays at an historic low. This course examines the basic operations, structure, power dynamics, and politics of the U.S. House of Representatives and the Senate. It also considers the rivalry and relationship between Congress and the President. (This course satisfies Social Science.)  
cross listed: POLS 222

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*AMER 224: Literature of the Vietnam War*

This course examines the Vietnam War as refracted through various literary genres. The readings for the course include Graham Greene's *The Quiet American*, Tim O'Brien's *The Things They Carried*, and Truong Nhu Tang's *Vietcong Memoir*. (This course satisfies Humanities and Global Perspective.)  
cross listed: ENGL 224, ASIA 224

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*AMER 225: Mass Media and US Politics*

An analysis of the influence of the mass media on American political institutions and American attitudes. Topics include First Amendment issues, political campaigns, political movements, public opinion, advertising, and

entertainment. (This course satisfies Social Science.)  
cross listed: POLS 224

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*AMER 227: History of Jazz*

Principal styles of representative jazz musicians; the roots (including blues and ragtime); jazz in New Orleans and Chicago; and big band, swing, bop, and fusion. No prerequisite. (Cross-listed as American Studies 227. ) (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: MUSC 227, AFAM 227

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*AMER 228: Women Writing Women*

This course surveys selected women writers, in diverse genres past and present, with a focus on American women writers in the 20th and 21st centuries. As we read selected literary texts, we explore how they "write women," in other words, how they deconstruct and reinvent the meanings of "woman" in their work. (This course satisfies Domestic Pluralism and Writing Intensive.)  
cross listed: ENGL 228, GSWS 228

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*AMER 229: Historic Artifact Analysis*

(Historic Artifact Analysis: Artifacts of Modernity.) This hands-on course introduces archaeological laboratory methods and accompanying archival and research-based techniques for interpreting these "artifacts of modernity": excavated materials from ongoing archaeological projects of historic-period sites in the Chicago area. Students will be exposed to various stages of artifact processing on a collection from a recently excavated site, including: washing, sorting, identification, data entry, analysis, report preparation, and curation. Students will learn how to identify 19th- and 20th-century artifacts--

American, British, French, Japanese, Chinese, and other--representing a broad range of materials from the daily lives of past peoples/past societies. The artifact analysis will allow students to develop skills useful for museum, laboratory, and/or archaeological settings. Prerequisite: SOAN 205 OR SOAN 215 OR SOAN 220 OR consent of instructor. Corequisite: This course has an additional weekly lab session (2 hrs). (This course satisfies Social Science.) cross listed: SOAN 225

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*AMER 230: African American Religions*

This course is an exploration of the rich diversity of African American religions from the colonial period to the present. Attention will be given to key figures, institutional expressions as well as significant movements in North America, the Caribbean and broader Black Atlantic. Major themes include African traditions in American religions, slavery and religion, redemptive suffering, sacred music, social protest, Black Nationalism, African American women and religion, religion in hip hop and secularity in black religious literature. Students will learn about the ways these themes have often served both as unique contributions to and critiques of America? political establishment and social landscape. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: RELG 237, AFAM 237

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*AMER 232: Religion and Capitalism*

Scholars have long studied the relationship between religion and capitalism. Sociologist Max Weber, one of the founders of the field of religious studies, linked Protestant Christianity and the rise of the "spirit of capitalism." This course considers the deep connections between religion, economics, and business. Topics include Islamic banking, American Protestantism and the Gospel of Wealth, Christian socialism, religion and business ethics, the commodification of mindfulness, and capitalism-as-religion. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: RELG 232

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*AMER 234: Witches, Preachers, and Mystics*

In this course students consider the historical development of religion in the United States of America. We study topics such as the contact between Native Americans and European settlers, religion and the founding of the Republic, religious revivals and awakenings, immigration and religion, the rise of new forms of religion in the United States, responses to scientific and technological developments, and the entangling of religion and politics. The course covers religion from the colonial period to the dawn of the twentieth century. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: RELG 234, HIST 234

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*AMER 235: Racism and Ethnic Relations*

This course surveys of the development of the theories of race and ethnic relations at the individual, group, and cultural levels. Students will examine the impact these theories have had on social policy. The course focuses on the experience of Asians, Latinos and African Americans with special attention given to institutional expressions of oppression in American Society. (This course satisfies Social Science and Domestic Pluralism.)

cross listed: SOAN 235, AFAM 235

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*AMER 237: Philosophy & 1960s Popular Culture*

This course offers a demanding tour through the intellectual milieu of the 1960s in the United States. We will read philosophical works, social theory, popular and literary fiction, and occasional pieces of various sorts (speeches, journalism, etc.); we will watch films and television shows; we will listen to music: all with the goal of figuring out not just how people in the 1960s were thinking, but also of understanding how philosophy and popular culture

reflected and refracted each other during a particular - and particularly volatile - historical moment. (This course satisfies Humanities.)  
cross listed: PHIL 235

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*AMER 238: Religion and Place in Chicago*

This course looks to the way that religious communities have created and used different spaces in the greater Chicago area, paying attention to Chicago as a specifically urban place. We focus on both neighborhoods and sacred spaces themselves, including the architectural forms of these spaces. We examine the effects of immigration and urban change on neighborhoods and congregations. This course covers a diverse range of historical and living communities, drawing from the tools of religious studies, history, urban studies, and architectural studies. It also includes numerous field site visits, with much of the instruction taking place on location in Chicago's sacred spaces. No prerequisites. (This course satisfies Domestic Pluralism.)  
cross listed: RELG 238

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*AMER 240: Public History*

Public history is the practice of history outside the academy. Public historians record and preserve evidence of the past in many formats, analyzing and interpreting their findings to general and specialized audiences beyond the traditional classroom setting. This course will survey the theory and practice of various professional historical specialties - ranging from archival administration to historic site management, museum exhibitions, and historical reenactment. Institutional constraints, audience development, and conflicts between history and public memory will be major thematic issues. Field trips to institutions and sites in the Chicago metropolitan area.  
cross listed: HIST 285

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*AMER 241: United States Foreign Policy*

Students in this course explore the domestic and international factors that have shaped the foreign policy of the United States since the end of the Cold War, and especially over the past decade. Students study the major ideologies shaping contemporary debates about the national interests of the U.S. and the country's role abroad, the models of foreign policy decision-making, and the workings of core policymaking institutions - the White House, executive branch departments and agencies, Congress, and civil society - on matters of war and peace, trade and foreign assistance, human rights and humanitarian affairs, and the environment. (This course satisfies Social Science.)

cross listed: POLS 240, IREL 240

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*AMER 242: Influence and Interest Groups*

Organized interests shape American campaigns and candidates, citizen attitudes, and policy at every level of government; the power of these groups lies in their numbers, their dollars and their organization. This course introduces the intellectual traditions and debates that have characterized the study of interest groups and their influence on public policy, political opinion, and political actors, and will compare theory to practice in the American political experience. (This course satisfies Social Science.)

cross listed: POLS 225

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*AMER 245: Indigenous Arts of the Americas*

This course introduces the art and material culture of the Indigenous Americas from pre-contact to the present. We consider how Indigenous cultural production, including architecture, painting, basketry, sculpture, ceramics, textiles, photography, performance, and new media operate within and outside of the category of "art" in conjunction with diverse traditions and world views. By centering Indigenous voices and perspectives, this course emphasizes how different forms of Indigenous art across time represent

continuous, dynamic, and lived traditions which have preserved culture and resisted domination in the face of colonial conflict, assimilation, and oppression. Thematic topics include the material expression of cosmologies, belief systems, and environmental relations; the role of ethnography in the history of Indigenous art; the politics of museum display and ownership; and the decolonization of institutions and (art) histories in conjunction with visual sovereignty. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: ARTH 245

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*AMER 250: American Civil War*

The origins of the war in the antagonistic development of the free North and slave South; Lincoln and the Republican Party; Black activity in the North and South; the war; the transforming and gendered aspects of fighting the war; Reconstruction; the impact of the war on American development. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: HIST 226

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*AMER 251: Rhetorical History of U.S.*

A historical survey of rhetorical artifacts focusing on how interested parties use discourse to establish, maintain or revive power. (This course satisfies Humanities.)

cross listed: COMM 251

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*AMER 253: American Revolution*

To quote the historian Gordon Wood, the American Revolution 'was the most radical and far-reaching event in American history.' In this course we examine this momentous Founding Age of the United States, with a special focus on

the ideas that shaped this period. We explore the growing estrangement of American colonies from Great Britain and the culmination of this process in the Declaration of Independence. Then we look at the process and controversies involved in creating a new nation, and the United States government.

cross listed: HIST 222

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*AMER 259: American Constitutional Law*

This course examines the major constitutional themes of judicial review, federalism, separation of powers, the commerce power, due process rights, and equal protection under the law. Students read U.S. Supreme Court cases in order to analyze and understand the allocation of government power.

Prerequisite: POLS 120 or permission of instructor. (This course satisfies Social Science.)

cross listed: POLS 261

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*AMER 260: American Political Thought*

This course surveys American political thought from the colonial era to the present. Readings will be drawn nearly exclusively from primary source material, including the writings of philosophers, novelists, activists, and politicians. We will pay careful attention to conceptualizations of freedom, equality, constitutionalism, and legitimate resistance, particularly as they relate to questions of national identity. There are no prerequisites, but either POLS 120 or a previous course in political theory is encouraged. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: POLS 250

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*AMER 261: U.S. Environmental History*

(United States Environmental History) Introduction to the historical study of the relationship of people in the present-day United States with the natural world. Examination of the ways that 'natural' forces helped shape U.S. history; the ways human beings have altered and interacted with nature over time; and the ways cultural, philosophical, scientific, and political attitudes towards the environment have changed in the course of U.S. history, pre-history to the present. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: HIST 232, ES 260

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*AMER 263: US Cities*

This course is an introduction to the political, economic, and social forces that have shaped US cities in the last 200 years, with a focus on the city of Chicago. We explore the growth of urban economies, migration and immigration into cities, racial/ethnic segregation and displacement, and struggles over power and resources. Students are introduced to multiple disciplinary approaches to understanding US cities, and visit relevant sites in Chicago. This course is the core course for the Urban Studies minor program. (This course satisfies Social Science and Domestic Pluralism.)  
cross listed: HIST 235, ES 263, URBS 120

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*AMER 264: History of Rock and Roll*

This course covers the history of rock music from its origins in the blues and American country music to the diverse rock styles heard today. Analysis of performances and compositional styles of several familiar rock stars is included. Social and political influences will be addressed, but the focus will be on the music itself. No prerequisite. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: MUSC 264

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*AMER 265: American Jurisprudence*

(Jurisprudence: Philosophy of American Law) Students examine the ways Americans have conceptualized and theorized about the law from the time of the Founding to the present day. Topics to be covered include natural law versus legal positivism; the relationships among law, politics, economics, and society; and debates over constitutional and statutory interpretation, the proper role of judges in a democracy, and the relationship between domestic and international law. There are no prerequisites, but either POLS 120 or a previous course in political theory is encouraged. (This course satisfies Humanities and Writing Intensive.)  
cross listed: POLS 262

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*AMER 266: Music in Film*

Music has played an important part of the movie-going experience since the beginnings of the film industry in the 1890's, and the blending of music and drama has deeper roots still. This course charts the development of music and sound in film, from these deep roots through the mis-named silent-movie era and on to the great film composers of the twentieth century and today. Students will learn the fundamental elements of a film score, investigate how a film composer works, and develop a vocabulary for describing and assessing film music. No prior knowledge of music or film history is necessary. (This course satisfies Humanities.)  
cross listed: MUSC 266, CINE 266

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*AMER 268: The Judiciary*

This is an examination of the federal court system, focusing on the United States Supreme Court. Students will study the constitutional beginnings of the federal judicial branch and its position vis a vis the two other branches of government. We will examine the history of the United States Supreme Court, the politics of presidential appointment of judges, selected case law over the course of the Court's history and its impact, personalities on the Court and the

Court's decision-making process. (This course satisfies Social Science.)  
cross listed: POLS 266

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*AMER 269: American Philosophy*

American philosophy has a rich and diverse history. With the sometimes conflicting commitments to principles and pragmatism as a focus, the course will investigate topics such as (1) early debates over American political institutions: human rights and democracy versus aristocratic leanings to ensure good government; (2) eighteenth-century idealism (e.g., Royce) and transcendentalism (focusing on moral principle, as reflected in Emerson and Thoreau); (3) American pragmatism in its various forms (Pierce, James, and Dewey); (4) Whitehead and process philosophy; and (5) contemporary manifestations (e.g., human rights, environmental concerns, technology, and struggles with diversity).

cross listed: PHIL 270

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*AMER 270: Hist of Educ in American Society*

(History of Education in American Society.) Two hundred years ago, the vast majority of men and women in the United States only attended a formal school for a few years at most. Many of the functions we associate with schooling - the transmission of knowledge, socialization, and job preparation - took place in the home, community, or workplace. The story of the 19th and 20th century is the story of the expansion of education into a central experience in the lives of Americans, delivered in a vast network of educational institutions. By moving thematically through the roles of both K-12 and higher education, this course will examine the processes through which a wide array of social functions moved into the school system, and the modern U.S. educational system was forged. A central course theme will be how established forms of social inequality and exclusion were incorporated into and then reproduced by an expanding system of education. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: HIST 239, EDUC 239

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*AMER 271: The New American Nation, 1787-1848*

This course covers America's 'Founding Period' from the end of the Revolution through the conclusion of the U.S.-Mexican War. During this time, Americans gradually came to see themselves as part of a unified nation with its own distinctive culture and ideals, though this outcome was far from certain. Beginning with the Constitution and the uncertain legacies of the American Revolution, the course considers the fundamental political, social, and cultural problems that could easily have torn the young Republic apart. Topics and themes include the problems of democracy and popular politics, the limits of citizenship, the formation of a distinctive American culture, the place of America on the world stage, the transition to capitalism and the 'market revolution,' and the figure of Andrew Jackson. Prerequisites: No prerequisites. Corequisites: No corequisites. cross listed: HIST 224

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*AMER 272: Disney, Music and Culture*

Walt Disney created an empire both influencing and being influenced by society and culture since its inception. Disney films, music, propaganda, media, business practices, and merchandise have been imbedded into popular culture. Disney, Music, and Culture is an introduction to the history and content of the Disney Corporation, the films and soundtracks, and a critical look at them through the lenses of race, ethnicity, gender, sexuality, and disability, among others. A major element of this course will involve viewing Disney films and analyzing critically based on the lenses mentioned above. The evolution of how Disney utilized music will also be examined at length. (This course satisfies Domestic Pluralism and Writing Intensive.) cross listed: MUSC 267

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*AMER 273: American Music*

Music in the United States from the time of the pilgrims to the present day. The course includes art music, folk music, religious music, and jazz.

Prerequisite: Any music class or consent of the instructor.

cross listed: MUSC 265

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*AMER 274: Race and Criminal Justice*

This course will examine the systemic racial injustices inherent in American criminal jurisprudence from police interaction to trial and sentencing, incarceration, and supervised release. Students will study how racial injustice continues to pervade the American criminal justice system despite the constitutional guarantees of equal protection and due process. How do so many players, from police officers to judges and juries, fail to protect against racial injustice? Why do courts, when confronted with allegations or proof of racially motivated police misconduct, overwhelmingly cite "harmless error" doctrine? To attempt to answer these complicated questions, students will learn legal criminal procedure, study 4th, 5th, 6th and 8th amendment case law, and have an opportunity to listen to and speak with a variety of professionals in the criminal justice field. No prerequisites. (This course satisfies Social Science and Domestic Pluralism.)

cross listed: POLS 270, AFAM 270

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*AMER 275: Introduction to Film Studies*

Cinema technique, production, language, style, genres, movements, and criticism, through the analysis of particularly important and representative films and directors.

cross listed: COMM 275

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*AMER 276: Inequality and Reform: US 1865-1920*

This course offers an introduction to the political, social, and cultural history of the United States between Reconstruction and World War I, as the country rebuilt and reimagined itself in the wake of the Civil War and the end of slavery. We will pay special attention to new patterns of inequality in the contexts of industrialization, urbanization, and immigration. We will also examine the complexities and contradictions of progressive reform movements, including efforts to improve housing, sanitation, and labor conditions. We will look at how those transformations affected people's everyday lives and conceptions of American citizenship, and we will explore the emergence of popular mass culture through photography, art, architecture, advertising, and films. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: HIST 228

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*AMER 277: Immigration Law and Policy*

This course provides an in-depth understanding of our current U.S. immigration regime using a multi-disciplinary approach. It explores the range of policy issues affecting today's immigrants and nonimmigrants. The course examines the fundamental principles of immigration law in the context of competing interests among Congress, the President, and the Judiciary that shape this nation's current immigration policy and affect reform efforts. Additionally, the course focuses on the human rights aspect of immigration, including issues related to the treatment of undocumented immigrants, human trafficking, and the system's response to the recent influx of refugees and asylum seekers. No prerequisites. (This course satisfies Social Science and Domestic Pluralism.)

cross listed: POLS 265

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*AMER 284: Music of Protest*

Does a song have the power to alter history? Can music change the path of the politics of a nation? Throughout the history of the United States, music has played an important role in social, political, and cultural change. In this course, we focus on important moments of musical protest in Popular music in the United States, from the Civil War to the present day. We examine a range of issues, with a strong focus on Civil War-era abolition songs, music of the Civil Rights era, anti-War songs from the Vietnam and Iraq conflicts, and contemporary music that addresses police brutality and systemic racism. Additional topics include labor songs, and songs that protest environmental destruction. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: MUSC 284, AFAM 284

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*AMER 286: The American Graphic Novel*

(Reading the American Graphic Novel) This course will examine the theory and practice of the graphic novel in America in the twentieth and twenty-first centuries. The serial visual narrative, also known as the graphic novel or comic book, has had a formative influence on American literary and popular culture. Not all comics and graphic novels are written about superheroes; the form has proven flexible enough to encompass such genres as the memoir, historical narrative, and journalism. This course will have a particular focus on the work of such writer-artists as Marjane Satrapi, Alan Moore, Art Spiegelman, Alison Bechdel, Scott McCloud, Joe Sacco, Harvey Pekar, Robert Crumb, Chris Ware, John Lewis, Daniel Clowes, and Lynda Barry. Students will read and discuss these graphic narratives with an emphasis on how they make difficult or marginal content accessible to readers, and will have the opportunity to try their own hands at writing comics or a short graphic novel. No prerequisites. (This course satisfies Humanities and Writing Intensive.)

cross listed: ENGL 266

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*AMER 308: Sport and Spectacle Modern America*

This course considers the history of sport as mass entertainment from the mid-nineteenth century to the present. More than an escape from everyday life, the games Americans have played and watched have been thick with social, cultural, and political meanings. Athletes and spectators alike have defined and challenged ideas of gender, race, and the body; they have worked out class antagonisms, expressed national identities, and promoted social change. Topics include: the construction of race; definitions of manhood and womanhood; industrialization, urbanization, and the rise of modern spectator sport; media and mass spectacle; fitness and athletic reform movements; collegiate athletics; sports figures and social change. Prerequisite: History 200 or 201, or permission of the instructor. cross listed: HIST 308

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*AMER 312: Black Metropolis*

(Black Metropolis: A Study of Black Life in Chicago). This course is a study of race and urban life in Chicago. From the founding of Chicago by a black man to the participation of blacks in the rebuilding of the city following the Great Chicago fire, and into an exploration of Bronzeville, 'a city within a city,' this course will highlight blacks and their contributions to this great city. Study of landmark texts, documentaries, novels, and photography, along with at least one field trip to the Chicago area, will reveal the impact of the Great Migration on the city; contributions of talented musicians, writers, and photographers involved in the Chicago Renaissance; and the origins of the famous black Chicago newspaper, the Chicago Defender, including its regular column by Langston Hughes. . cross listed: AFAM 312, ENGL 312

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*AMER 315: US Catholic Immigrant Experience*

From the Irish who arrived before the Civil War to the Mexicans and Vietnamese who have come recently, the Catholic experience in the US has

been a continuing story of immigration. This course examines how succeeding immigrant groups have practiced and lived their Catholic faith in different times and places. Religion cannot be separated from the larger social and economic context in which it is embedded, so the course will also pay attention to the ways in which the social and economic conditions that greeted the immigrants on their arrival shaped how they went about praying and working. Finally, the changing leadership of the Catholic Church will be taken into account, since it provided the ecclesiastical framework for the new Catholic arrivals. Prerequisite: HIST 120 or HIST 121 or permission of the instructor. .

cross listed: HIST 315, RELG 315

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*AMER 319: Protest and Police in U.S. History*

This course examines historical instances of policing, inequality, and protest, including mobs in the American Revolution, abolitionist direct actions, the terror of the Klu Klux Klan, sit-ins against Jim Crow, protest against military action, and the #BlackLivesMatter movement. Throughout U.S. history, Americans have been committed both to protest and disruption in order to advance their causes, and to stability, security, and the maintenance of order. Despite widespread fears about disorder and crime today, Americans in the past were far more violent. In this course, we will trace how ordinary people came together to challenge authority, and how those with power built state structures that could legitimately use violence. We will see how policing was shaped by fears of newly-arrived immigrants, the demands of a slave economy, and entrenched racism. We will study the intersecting histories of race, inequality, and state power across the American past. Students will develop a major research project on a particular historical instance of policing, inequality, and protest. Prerequisite: HIST 200 or HIST 201 or permission of instructor. (This course satisfies Domestic Pluralism and Writing Intensive.)

cross listed: HIST 319, AFAM 319

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*AMER 321: Photo and its Cultural Effects*

(Photography and its Cultural Effects: The Evolution of a Medium and Questions of Representation, 1860-1900.) How did photography change how people understood the world during the US Civil War and beyond? How did it capture the war, the landscape, and the people of the US? Of the world? How did people see and understand photographs? Who did it leave out and how? Beginning with the US Civil War, this class will explore photographs between 1860 and 1900 as well as their cultural use and circulation. We will examine the development of photography as well as the understanding of photographs as "real" depictions through images of the Civil War and other concurrent and later kinds of photographs including portraits, landscape photographs, and the racialized lynching photographs of the end of century. This class will also consider the ways that photography presented a mediated representation of race and diversity, and even developed as a tool of power and privilege through restricted representation and access for those less fortunate.

Prerequisite: At least one art history class or consent of instructor. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: ARTH 321

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*AMER 322: US Elections and Political Parties*

In this course, students examine the nomination procedures and election of political candidates in the United States, with a focus on significant historical campaigns, both congressional and presidential. We also study the role and development of political parties. The influences of interest groups, race, gender, voting behavior, money, and the media on our electoral process are also considered. Prerequisite: POLS 120 or the consent of instructor. (This course satisfies Social Science and Writing Intensive.)

cross listed: POLS 322

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*AMER 328: Topics in American Politics*

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*AMER 340: History and the Moving Image*

This course explores the role of moving images (film, television, internet) in understanding history as both collective process and contested interpretation. The course will integrate a discussion of recent historical methodologies concerning moving images, with examples from a variety of forms, including historical epics, documentaries, propaganda, television series, literary adaptations, and biographies. Special emphasis will be placed upon the ambiguities of historical context, including the time of production, the period depicted, and changing audiences over time. Topics include: 'Feudal Codes of Conduct in Democratic Societies,' 'Film as Foundation Myth for Totalitarian Ideologies' and 'Situation Comedy of the 1970s as Social History.'

Prerequisite: Two history courses or permission of the instructor.  
cross listed: HIST 360, CINE 360

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*AMER 348: Museums and Exhibitions*

History is an academic discipline but it also has a public face. 'Public history,' through museum exhibitions, historical sites, the Internet, and other venues, is a growing career field. Students in this class will learn the communication tools necessary to produce an engaging and intellectually sound exhibit, including the techniques of oral history. The class will develop a concept, research in local archives, write label copy, and design and install an exhibit. We may use audio, video, photography, and the web to tell our story. The exhibition will be presented in the Sonnenschein Gallery or a local history museum, such as the Lake County Museum. The course will include field studies to Chicago-area history museums. Prerequisite: Junior or senior standing, or permission of the instructor.  
cross listed: HIST 368

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*AMER 351: John Waters and American Culture*

American film director John Waters will visit Lake Forest College as the keynote speaker for the 7th Annual Lake Forest Literary Festival during Spring

2011. His films, from early transgressive works such as *Pink Flamingos* (1972) through the commercial success of *Hairspray* (1988) and its follow-up Broadway musical, explore the American experience of trash culture through the lens of his hometown, Baltimore, MD. Students will examine the making of an American icon by interrogating Waters' engagement with contemporary popular culture, humor, and kitsch/trash culture. More broadly, this class will address how Waters' work may best be interpreted through queer theory, a perspective that examines the dualities of identity and performance, the natural, neutral and social constructions of gender, and how normative standards of sexuality and gender change over time.  
cross listed: COMM 350

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*AMER 355: Immigration in U.S. History*

The United States has had exceptionally high levels of immigration and internal geographic mobility from the colonial period to the present. Placing the geographic area that would become the United States into a global frame, this course explores patterns of European, Asian, and Latin American migration into a land already inhabited by mobile indigenous populations, the forced migration of enslaved Africans to the U.S. and later migration of black citizens northward, as well as the movement of migrants over the long-contested (and moving) U.S.-Mexico border. We learn about the politics of migration, including the long history of anti-immigrant nativism and xenophobia in the United States, as well as the role of migrants in shaping major U.S. social and political movements. We also examine how ethnic, racial, and national identities - including "American"-are not fixed categories, but rather constructed and reconstructed over time. (This course satisfies Domestic Pluralism and Speaking Intensive.)  
cross listed: HIST 312

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*AMER 358: U.S. Enviro in Great Depression*

(U.S. Environmental Culture in the Great Depression). This course explores the many ways people in the United States understood and shaped their

diverse local environments during the crisis of the Great Depression. Although the Dust Bowl is perhaps the most iconic of these environmental upheavals during the 1930s, this course examines diverse geographical regions: from the Appalachian mountains to the (de)forested Upper Midwest, from the agricultural South to the Dust Bowl plains and the water-starved West. In each region, interdisciplinary approaches (including literary, historical, sociological, and visual media studies methods) trace the impacts of economic turmoil on the environment and the people who depended on it for their livelihoods, as well as the way economic disaster paved the way for the government's unprecedented intervention in environmental matters. This course fosters critical examination of U.S. subcultures during the Great Depression, including African-Americans, the Southern poor, the Range culture of the American West, and the immigrant experience. Prerequisite: Any 200-level ES course or permission of instructor.  
cross listed: ES 358

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*AMER 360: The First Amendment*

In this course students explore the U.S. Supreme Court's interpretation of freedoms of speech (including obscenity and libel), assembly and association, the press, and the exercise and establishment of religion. We will also examine First Amendment issues raised by regulation of the Internet and other new media. Prerequisite: POLS 120 or consent of instructor. Not open to First-Year Students.  
cross listed: POLS 361

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*AMER 361: Civil Rights Movement*

This course focuses on the origins, development, and accomplishments of the civil rights movement in post-World War II America. Particular emphasis will be given to the differences between the struggle for black equality in the south and its northern counterpart. Taught in a seminar format, the class will be both reading- and writing-intensive. Course readings and paper assignments are designed to help students develop a comparative analytical framework and to



illuminate the following lines of inquiry: What caused and what sustained the civil rights movement? What changes took place within the movement over time, particularly at the level of leadership? What underlay the radicalization of the movement and what were the consequences? To what extent did the civil rights movement succeed and how do we measure that success today? Finally, how did the black civil rights movement inspire other groups and minorities in American society to organize? Prerequisite: History 200 or History 201. (This course satisfies Domestic Pluralism and Speaking Intensive.)  
cross listed: HIST 306, AFAM 361

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*AMER 362: Love in a Time of Capitalism*

Most of us are familiar with the idea that romantic love plays a different role in the contemporary world than it did at other times and the idea that love manifests in different ways across cultures. Rather than attempt a survey of all the possible manifestations of romantic love, this course aims to explore how 'love' features into our understandings of human interaction in the 21st century, particularly in the United States. We will be particularly focusing on the contemporary American notion that love and money are opposing forces. Our first goal will be to identify at least some of the tropes of love that are in current circulation. We will then explore the potential social consequences of those tropes, including the ways in which such tropes are passed on and reproduced across generations and the possibility of commodifying and 'selling' certain tropes as the 'right' way to be in love. Throughout the course, we will collect love stories, and our final task of the semester will be to compare our theoretical and media derived understandings of romantic love to its manifestations in people's lives. Prerequisites: SOAN 110 and 220 or consent of instructor. (This course satisfies Domestic Pluralism.)  
cross listed: SOAN 362, GSWS 362

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*AMER 364: The Fourteenth Amendment*

(The Fourteenth Amendment: Civil Rights and Equality) Students in this course examine the rulings of the United States Supreme Court in order to learn how the Fourteenth Amendment guides the government's treatment of people based on race, creed, national origin, gender, economic status and sexual orientation. State action, strict scrutiny analysis, affirmative action and voting rights are also covered. Prerequisite: POLS 120 or consent of instructor. Not open to First-Year Students. (This course satisfies Domestic Pluralism.)

cross listed: POLS 363

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*AMER 366: Civil Liberties*

This course focuses on our individual liberties as addressed in the Bill of Rights and the Fourteenth Amendment. Using United States Supreme Court cases, we examine the protection of our individual liberties - the meaning of equal protection and the antidiscrimination principle, expressive freedom and the First Amendment, religious liberty and church-state relations, rights of personal autonomy and privacy, criminal justice, voting rights, property rights and economic freedom. Prerequisite: POLS 120 or permission of instructor. Second year standing is also required. (This course satisfies Domestic Pluralism.)

cross listed: POLS 365

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*AMER 367: Environmental Apocalypse*

One dominant strain of environmental imagination in the United States—particularly after World War II, a period of rapid environmental change often referred to as the anthropocene, or Great Acceleration—has been fear of imminent environmental apocalypse, which manifests itself on a spectrum from diffuse anxiety to paralyzing terror. This course explores this culture of fear through a variety of topics in postwar environmental consciousness in the U.S., including the specter of nuclear annihilation, carcinogenic chemicals,

runaway population growth and food scarcity, climate change, and global pandemics. Texts and methodological approaches are literary, historical, anthropological, and sociological.

cross listed: ES 363

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*AMER 384: Rhetorical Presidency 2024 Election*

(The Rhetorical Presidency: 2024 U.S. Presidential Election) This course examines the rhetorical nature of the office of the President of the United States. Prerequisite: Comm 255, or another 200-level Communication course approved by the Department Chair, or consent of the instructor.

cross listed: COMM 384

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*AMER 386: Read Popular Culture:TV Criticism*

Focusing on how culturally we are both producers and products of our popular culture we will try to answer the question: 'are we, as a culture, using the potential of television wisely'?

cross listed: COMM 386

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*AMER 390: Internship*

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*AMER 393: Research Project*

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*AMER 440: Advanced Writing Seminar*

An advanced course in which each student completes a Senior Writing Project (This course satisfies Creative & Performing Arts.)  
cross listed: ENGL 440

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*AMER 478: The 21st Century World (Dis)Order*

The international system of states is undergoing a power shift. Though it will remain the dominant world power for some time to come, most scholars agree that American global preeminence is waning. Yet scholars disagree about the effect of this shift on world order. Some see an effort by the United States and its closest allies to prop-up the current American liberal world order of global economic integration and cooperative security. Others envision either a 'post-American' world in which the United States and rising great powers re-negotiate the ground rules of a new liberal order, or a world in which the United States is one of a small number of great powers competing for power and influence in an illiberal world. Each of these possibilities raises compelling questions about war and peace, and cooperation and discord in twenty-first century international politics. Will this power shift jeopardize the liberal world order? Can this world order persist in the absence of American preeminence? How might the United States and its allies extend the current American world order? (This course satisfies Global Perspective and Speaking Intensive.)  
cross listed: IREL 480

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*AMER 480: Sem: American Spaces*

(Spring 2023 Topic: American Spaces.) In the course of one day, we might wake up in our own bedrooms, eat breakfast in shared kitchens, ride a public train, work in office cubicles, spend lunch hour in a museum, jog along the lakefront, shop in a neighborhood grocery, and attend a live baseball game. In this course we will look at just such a variety of different American spaces: private and public, small and large, inside and outside, crowded and empty. Our vast continent's spaces, from densely populated cities to sprawling

suburban homes, have been shaped by and shape American culture and values. We will evaluate architecture, public memorials and monuments, playgrounds, shops and offices, and other places in considering how space reflects American experiences.  
cross listed: AMER 200

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*AMER 490: Internship*

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*AMER 491: Tutorial*

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*AMER 493: Research Project*

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*AMER 494: Senior Thesis*

# Area Studies

Faculty

*Janet McCracken*

Professor of Philosophy

## **Major and Minor in Area Studies**

*Requirements for the Major:*

At least 10 credits

Tools (2 credits)

- One survey course selected from the following
  - History 110: Global Change: The Power of History
  - Politics 110: Introduction to Global Politics
  - Politics 140: Introduction to Comparative Politics
  - Sociology and Anthropology 110: Introduction to Sociology and Anthropology
- One research methods course to complement the student's program
  - Communication 256 Communication Research Methods (prerequisite of Communication 110: Introduction to Communication)
  - History 300: The Historian's Workshop (prerequisite of an introductory history course)
  - Politics 200: Methods of Political Research
  - Sociology and Anthropology 310: Social Research: Quantitative Methods (prerequisite of Sociology & Anthropology 110 AND any Sociology and Anthropology 200-level elective, both with a grade of C or better. Required: an additional weekly lab session)

- Sociology and Anthropology 320: Social Research: Qualitative Methods (prerequisite of Sociology & Anthropology 110 AND any Sociology and Anthropology 200-level elective, both with a grade of C or better. Required: an additional weekly lab session)

Interdisciplinary study of the selected area (a minimum of 7 credits)

- With their advisors, Area Studies majors will tailor programs appropriate to their areas, using existing courses in the College curriculum. The goal is to provide the students with a deep and well-rounded understanding of the area's history, society, political economy, and culture, including the religion(s), art and literature. The specific mix of courses will vary depending on courses relevant to the target area offered by various College departments, but breadth across multiple disciplines is encouraged. Appropriate courses often can be found in the offerings of Religion, Art History, Politics, History, Modern Languages and Literatures, and Sociology and Anthropology, but may also be found in Economics, Education, Music Philosophy, and other departments. Students can take courses that cover material across many regions, for instance urbanization, but arrange in advance with the instructor to focus on the target area by writing papers on that area. Tutorials and independent research projects on the area may round out a student's program. At least three of these seven courses must be at the 300-level or higher.
- Study abroad programs can greatly enrich an Area Studies program and are strongly encouraged, but we recognize that not all students are able to include such a program in their educational plans. Courses taken in a study abroad program may be counted toward the major if approved by the Area Studies advisor.

Language of the area - basic competency to the intermediate level

- If the appropriate language is taught on campus, the student must complete courses in the language at least through the intermediate level. Further study in the language in 300-level courses or in a study abroad program is highly encouraged. Only courses in the language at or above the second half of the intermediate sequence may be counted towards the major.

- Students who are native speakers of an appropriate language may present that for competency.
- Language courses take as part of study abroad programs offer another means for students to gain language competency.

Senior Studies (1 credit)

- The capstone for the major is normally a senior thesis or a significant research project. Area Studies does not offer its own senior seminar.
  - In some cases, a student may be permitted to take a senior seminar offered in another department, assuming the course may be modified to allow the student to focus on the target area.
  - Students double majoring in Area Studies and another major cannot count the same senior seminar towards the Senior Studies requirement of both majors.

*Requirements for the Minor:*

At least 6 credits

Tools (1 credit)

- One survey course selected from the following
  - History 110: Global Change: The Power of History
  - Politics 110: Introduction to Global Politics
  - Politics 140: Introduction to Comparative Politics
  - Sociology and Anthropology 110: Introduction to Sociology and Anthropology

Interdisciplinary study of the selected area (a minimum of 5 credits)

- With their advisors, Area Studies majors will tailor programs appropriate to their areas, using existing courses in the College curriculum. The goal is to provide the students with a deep and well-rounded understanding of the area's history, society, political economy, and culture, including the religion(s), art and literature. The specific mix of courses will vary depending on courses



relevant to the target area offered by various College departments. Appropriate courses often can be found in the offerings of Religion, Art History, Politics, History, Modern Languages and Literatures, and Sociology and Anthropology, but may also be found in Economics, Education, Music Philosophy, and other departments. At least one of these seven courses must be at the 300-level or higher.

- Study abroad programs can greatly enrich an Area Studies program and are strongly encouraged, but we recognize that not all students are able to include such a program in their educational plans. Courses taken in a study abroad program may be counted toward the major if approved by the Area Studies advisor.
- While there is no language competency requirement for the Area Studies minor, familiarity with the language is encouraged.

Examples of possible Area Studies concentrations:

- **African Studies:** Combines coursework and experiential learning in politics, economics, history, literature, sociology and anthropology, and religion, along with Arabic when doing a North African focus.
- **European Studies:** Combines coursework with off-campus experiences in a language with courses in history, politics, literature, art, economics, and philosophy.
- **Middle Eastern Studies:** Combines courses in Arabic, politics, economics, and religion with work in history and sociology and anthropology, and potential off-campus experience.
- **Russian and East European Studies:** Combines courses in history, politics, economics, religion, and literature, and potential off-campus experience.
- Analysis of a global issue, such as economic development, immigration, health care, hunger, clean water, human trafficking, foreign trade, or microfinance through related coursework, independent research and experiential learning.

Area Studies students will determine, in consultation with the Chair of Area Studies, the official name of the major or minor that will appear on the transcript. The region or topic of emphasis will be included, such as Area Studies: Eastern Europe, Area Studies: African Health Care, or Area Studies: Middle East.

## Learning Outcomes

### Majors

1. Area Studies majors will be able to demonstrate an informed and nuanced knowledge of the history, social structure, political economy, and culture of the area they have chosen to study.
2. Area Studies majors will be able to integrate the knowledge gained from courses in various disciplines to achieve a complex and wholistic understanding of the society and culture they have chosen to study.
3. Area Studies majors will be able to write and speak in an informed and persuasive way about the area they have chosen to study.

### Minors

1. Area Studies minors will be able to demonstrate serious, if partial, knowledge of the history, social structure, political economy, and culture of the area they have chosen to study.
2. Area Studies minors will be able to integrate the knowledge gained from courses in several disciplines to achieve a complex understanding of the society and culture they have chosen to study.

# Art and Art History

## Faculty

*Tracy Taylor*

Associate Professor of Art

*David Sanchez Burr*

Associate Professor of Art  
Chair of Art and Art History

*Susy Bielak*

Assistant Professor of Art

*Rebecca Goldberg*

Director of the Sonnenschein and Albright Galleries  
Lecturer in Art

*Kimiko Matsumura*

Assistant Professor of Art History

## Major and Minor in Art

Students majoring in art choose between three tracks: **art history**, **new media art and design**, or **studio art**. Regardless of track, courses taken with the Pass-NoPass option may *not* count towards any major or **minor in Art and Art History**.

The Art and Art History Department enacted the new Major in Art: New Media and Design in Fall 2023. Art: New Media and Design is not available as a Minor. The Major in Art: Studio Art was redesigned in 2021. The new requirements will apply to all students who matriculate in Fall Semester 2021 and thereafter (see College Catalog pdf archives for the Art: Studio Art major

requirements before Fall 2021). The Minor in Art: Studio Art as well as the Major and Minor in Art: Art History have not changed.

Requirements for the Major:

### Art History Track

The Art History Track requires a minimum of 10 courses. At least 3 courses must be at the 300- or 400-level, and must not double-count for any other major or minor. A grade of C or better is required for all art history courses counting toward the major.

Required Courses:

The following should be taken in the first or second year:

- ArtH 110: Introduction to Visual Arts and Design
- Art 130: Elements of Design
- Art 131: Drawing OR Art 232 Drawing from Nature

Three period survey courses:

- Choose at least one from Ancient to Renaissance:

ArtH 205: All That Glitters: Byzantine Art

ArtH 210: Art of the Ancient Mediterranean World

ArtH 211: Medieval Art

ArtH 212: Italian Renaissance Art

ArtH 223: Northern Renaissance Art, or the Greece Program

ArtH 380: Renaissance Art and Domesticity

ArtH 383: Hell, Damnation and Romanesque Art

ArtH 385: Art, Power and Wealth in the Global Middle Ages

- Choose at least one from Early Modern to c. 1900:

ArtH 215: Reformation to Revolution 1600-1800

ArtH 217: Nineteenth Century Art

ArtH 219: American Art

ArtH 224: History of Prints

ArtH 226: Colonial Latin American Art

ArtH 282: Depicting Difference: Images of the Racial and Religious 'Other' in Western Art

ArtH 321: Photography and its Cultural Effects: The Evolution of a Medium and Questions of Representation, 1860-1900

- Choose at least one from the 20<sup>th</sup> or 21<sup>st</sup> century:

ArtH 218: Twentieth Century Art

ArtH 222: History of Photography

ArtH 355: The Art of the Sixties

ArtH 360: Contemporary Art

ArtH 361: Topics in Contemporary Art

Three Art History electives:

- Choose at least three from:

ArtH 200: Survey of New Media in Art, Design, Technology and Culture

ArtH 201: Writing Art Criticism

ArtH 202: Photography of the Street

ArtH 205: All That Glitters: Byzantine Art

ArtH 206: Chinese Art and Culture

ArtH 210: Art of the Ancient Mediterranean World

ArtH 211: Medieval Art

ArtH 212: Italian Renaissance Art

ArtH 215: Reformation to Revolution 1600-1800

ArtH 217: Nineteenth Century Art

ArtH 218: Twentieth Century Art

ArtH 219: American Art

ArtH 220: History of Architecture

ArtH 221: Modern Architecture

ArtH 222: History of Photography

ArtH 223: Northern Renaissance Art

ArtH 224: History of Prints

ArtH 225: American Architecture

ArtH 226: Colonial Latin American Art

ArtH 238: Curating an Art Collection

ArtH 239: Museum Histories and Practices

ArtH 245: Indigenous Arts of the Americas

ArtH 280: Architecture in East Asia

ArtH 282: Depicting Difference: Images of the Racial and Religious 'Other' in Western Art

ArtH 286: Topics in Islamic Art

ArtH 306: Buddhist Arts of Asia

ArtH 320: Landscape and Representation

ArtH 321: Photography and its Cultural Effects: The Evolution of a Medium and Questions of Representation, 1860-1900

ArtH 323: Monuments and Memory

ArtH 325: Women, Art and Society

ArtH 326: Gender Identity in Modern Art

ArtH 338: Museum/Gallery Practicum

ArtH 355: The Art of the Sixties

ArtH 360: Contemporary Art

ArtH 361: Topics in Contemporary Art

ArtH 380: Renaissance Art and Domesticity

ArtH 383: Hell, Damnation and Romanesque Art

ArtH 385: Art, Power and Wealth in the Global Middle Ages

Senior Seminar in Art History:

- All Art History Track Majors must take ArtH 485 Seminar: Means and Methods of Art Historians in the Fall Semester of their senior year.

Senior Thesis in Art History

Exceptional students may choose to undertake a Senior Thesis in Art History, ArtH 494, directed by a member of the faculty. Proposals must be submitted in the semester before the one in which the thesis is to take place, and must be approved by the faculty member directing it and by the Chair of the Department. ArtH 494 is taken for one credit in the Spring Semester of senior year, only after completion of ArtH 485. Students earning distinction on their Senior Thesis, and graduating with a GPA of 3.5 or better within the major will be awarded honors in the Department of Art and Art History.

Art history track majors planning to go on to graduate study are advised to acquire a reading knowledge of at least one foreign language, preferably French or German.

## Studio Art Track

The Studio Art Track requires a minimum of 10 courses and two portfolio reviews. At least 3 courses must be at the 300- or 400-level, and must not double-count for any other major or minor. A grade of C or better is required for all studio art courses counting toward the major.

### Required Courses:

The following core courses:

- Art 130: Elements of Design
- Art 131: Drawing OR Art 232 Drawing from Nature
- Art 142: Digital Design Foundations
- Arth 110: Introduction to Visual Arts and Design
- Art 233: Sculpture OR Art 239 Applied 3D Design and Fabrication OR Art 334: Installation Art
- One Art History course in 20<sup>th</sup> Century or Contemporary Art:

Arth 218: Twentieth Century Art OR Arth 360: Contemporary Art OR Arth 361: Topics in Contemporary Art

- One Art History Elective:

Choose one from:

Arth 200: Survey of New Media in Art, Design, Technology and Culture

Arth 201: Writing Art Criticism

Arth 202: Photography of the Street

Arth 205: All That Glitters: Byzantine Art

Arth 206: Chinese Art and Culture



ArtH 210: Art of the Ancient Mediterranean World

ArtH 211: Medieval Art

ArtH 212: Italian Renaissance Art

ArtH 215: Reformation to Revolution 1600-1800

ArtH 217: Nineteenth Century Art

ArtH 218: Twentieth Century Art

ArtH 219: American Art

ArtH 220: History of Architecture

ArtH 221: Modern Architecture

ArtH 222: History of Photography

ArtH 223: Northern Renaissance Art

ArtH 224: History of Prints

ArtH 225: American Architecture

ArtH 226: Colonial Latin American Art

ArtH 238: Curating an Art Collection

ArtH 239: Museum Histories and Practices

ArtH 245: Indigenous Arts of the Americas

ArtH 280: Architecture in East Asia

ArtH 282: Depicting Difference: Images of the Racial and Religious 'Other' in Western Art

ArtH 286: Topics in Islamic Art

ArtH 306: Buddhist Arts of Asia

ArtH 320: Landscape and Representation

ArtH 321: Photography and its Cultural Effects: The Evolution of a Medium and Questions of Representation, 1860-1900

ArtH 323: Monuments and Memory

ArtH 325: Women, Art and Society

ArtH 326: Gender Identity in Modern Art

ArtH 338: Museum/Gallery Practicum

ArtH 355: The Art of the Sixties

ArtH 360: Contemporary Art

ArtH 361: Topics in Contemporary Art

ArtH 380: Renaissance Art and Domesticity

ArtH 383: Hell, Damnation and Romanesque Art

ArtH 385: Art, Power and Wealth in the Global Middle Ages

Two elective studio art courses at the 300-level or higher

Senior Seminar in Studio Art:

All Studio Art Track Majors must take Art 480 Senior Seminar in Studio Art in the Fall Semester of their senior year.

Portfolio Review:

The portfolio review requirement will consist of a review of the student's work at two levels, and not for college credit.

The junior-level review is intended to place students on a track towards professional and/or academic success and ensures a clear pathway towards the student's final portfolio review.

The graduating senior will have a final portfolio review in the semester they intend to graduate. Students at this point in their studies will be required to have a CV and a portfolio suitable for future endeavors in professional fields or graduate studies.

Tenured and Tenure-Track Faculty will collectively review portfolios submitted by students and assign a Pass/NoPass grade. Students will have to receive grades of 'Pass' in both portfolio reviews before they receive their degrees.

#### Senior Thesis in Studio Art:

Exceptional students may choose to undertake a Senior Thesis in Studio Art, Art 494, directed by a member of the faculty. Proposals must be submitted in the semester before the one in which the thesis is to take place, and must be approved by the faculty member directing it and by the Chair of the Department. Art 494 is taken for one credit in the Spring Semester of senior year, only after completion of Art 480. Students earning distinction on their Senior Thesis, and graduating with a GPA of 3.5 or better within the major will be awarded honors in the Department of Art and Art History.

#### Requirements for the Minor:

The Art and Art History Department offers a minor in two tracks. Either track requires a minimum of 6 courses. Both the studio art track and art history track will require a C (2.0) average across all courses counted toward the minor, with a minimum of a C- in each of those courses.

#### Art History Track

- ArtH 110
- Art 130 OR Art 232
- At least 1 additional studio art course
- At least 3 additional art history courses

#### Studio Art Track

- ArtH 110
- Art 130 OR Art 232
- At least 1 additional art history course
- At least 3 additional studio art courses

## New Media Art and Design Track

The Major in Art: New Media Art and Design Track requires a minimum of 10 courses and two portfolio reviews. At least 3 courses must be at the 300- or 400-level, and must not double-count for any other major or minor. A grade of C or better is required for all art courses counting toward the major.

### Required Courses (5):

- ArtH 110: Introduction to Visual Arts and Design
- Art 130: Elements of Design
- Art 142: Digital Design Foundations
- ArtH 200: Survey of New Media in Art, Design, Technology and Culture
- Art 239: Applied 3D Design and Fabrication

A four-course specialization (4) from one of the following options:

### *2-D Design:*

- Art 253 Graphic Design
- Art 353 Advanced Graphic Design
- A 1.0 credit internship in an appropriately related field
- One of the following:
  - Art 240 Digital Photography
  - Art 245 Digital Art
  - Art 340 Advanced Digital Photography
  - Art 345 Advanced Digital Art
  - Comm 212 Visual Rhetoric
  - A 1.0 credit Creative Project
  - A 1.0 credit Senior Thesis

### *3-D Design and Fabrication:*

- Art 233 Sculpture
- Art 339 Advanced Applied 3D Design and Fabrication
- A 1.0 credit internship in an appropriately related field
- One of the following:
  - Art 333 Advanced Sculpture
  - Art 334 Installation Art
  - Thtr 260 Design: Stage and Screen
  - A 1.0 credit Creative Project
  - A 1.0 credit Senior Thesis

### *4-D Time-Based Media:*

- Art 243 Video, Sound, and Electronic Art
- Art 343 Advanced Video, Sound, and Electronic Art
- A 1.0 credit internship in an appropriately related field
- One of the following:
  - Art 240 Digital Photography
  - Art 334 Installation Art
  - Art 340 Advanced Digital Photography
  - Cine 200 Film Editing
  - Cine 201 Narrative Filmmaking
  - Cine 202 Documentary Filmmaking
  - Comm 212 Visual Rhetoric
  - Thtr 224 Performance Art
  - Thtr 260 Design: Stage and Screen
  - A 1.0 credit Creative Project

- A 1.0 credit Senior Thesis

### Capstone Course (1)

- Art 480 Senior Seminar in Studio Art

Students in the New Media Art and Design track will be required to take ART 480 alongside students in the Studio Art track. In planning this curriculum, the department wants cross-pollination of ideas and a development of a sense of community amongst all our majors. This course encourages students to create focus and clarity in their art as well as look at the whole of their art and design trajectory both through studio practice and the development of a portfolio.

There is no minor available in Art: New Media Art and Design. Students interested are encouraged to seek either a Minor in Art: Studio Art or a Minor in Digital Media Design.

#### *Recommended Courses for New Media Art and Design Track*

We have contacted department chairs throughout the college to receive their input on having a list of courses that would add substantially to the trajectory of an New Media Art and Design student. The materials and subjects of these courses are relevant in the pursuit and understanding of interdisciplinarity and collaboration in academic fields and professional settings. These are not part of the tracks however we want to encourage students to build solid connections between our field and the substantive educational opportunities these classes offer in reference to the world that surrounds us.

### **Learning Outcomes**

The expected Student Learning Outcomes for the Art Department are:

1. The Studio Art Track major will demonstrate the ability to perform effective interpretations and evaluation of works of art.
2. The Studio Art Track major will demonstrate a practical command of the elements and principles of art and design.
3. The Studio Art Track major will effectively/competently use various materials and techniques in art and design.

4. The Studio Art Track major will utilize creative problem-solving strategies.
5. The Studio Art Track major will demonstrate a mastery of materials and techniques with an advanced level of craft and completion in a work of art and design.
6. The Studio Art Track major will demonstrate the advanced ability to work with conceptually, and thematically pertinent subjects within art and design.
7. The Studio Art Track major will develop a coherent portfolio of work that assists student in long-term planning post-graduation.

The expected Student Learning Outcomes for the Art History Department are:

1. The Art History Track major will demonstrate the ability to perform effective interpretations of works of art using visual analysis.
2. The Art History Track major will demonstrate a practical command of foundational art and design elements, principles, materials and techniques, including a fundamental understanding of value, depth and contrast.
3. The Art History Track major will demonstrate an understanding of the history of art from the Ancient and/or Renaissance Era, the Early Modern Era to the turn of the 20th Century, and the 20th to the 21st Century. Student will perform historical and contextual analysis of works of art.
4. The Art History Track major will demonstrate a mastery of the means and methods of art historians, deploying effective research and reasoned analysis in rhetorically sound, clearly organized, grammatically and orthographically correct written work and accurate, convincing oral presentation. Student demonstrates an understanding of the importance of institutions in the history of art.

The expected Student Learning Outcomes for the New Media Art and Design Track are:

1. The NMAD student will demonstrate the ability to perform effective interpretations and evaluation of works of visual culture and design.

2. The NMAD Student will demonstrate a practical command of the elements and principles of art and design.
3. The NMAD Student will effectively/competently use various materials and techniques in art and design.
4. The NMAD Student will have a strong grasp of creative problem-solving strategies and design principles.
5. The NMAD Student will demonstrate a mastery of materials and techniques with an advanced level of craft and completion in a work of art and design.
6. The NMAD Student will demonstrate the advanced ability to work with conceptually, and thematically pertinent subjects in humanistic design.
7. The NMAD Student will develop a coherent portfolio of work that assists student in long-term planning post-graduation.

## **Art Courses**

### *ART 130: Elements of Design*

Introduction to basic design problems in various two- and three-dimensional techniques and media. A prerequisite for most other courses in studio art. Course Fee Applies. (This course satisfies Creative & Performing Arts.)

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### *ART 131: Studio Art: Drawing*

The primary purpose of this introductory drawing course is to help you develop your ability to interpret and record the world around you. This course provides you with techniques to translate the 3-dimensional world into 2 dimensions. You learn the basics of line, value, and composition to help translate observations and ideas into drawings. Through this course, you develop a visual vocabulary to critically examine the world and develop themes that you will communicate visually. The course also helps you gain valuable problem-solving skills, hone your ability to concentrate, work through failure, and develop confidence in improvisation and experimentation. This is a technical drawing course. Limited to first- and second-year students or Art



Majors. Other Juniors and Seniors must have permission from the instructor to enroll. Course Fee Applies. (This course satisfies Creative & Performing Arts.)

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*ART 142: Digital Design Foundations*

Digital Foundations uses formal exercises of the Bauhaus to teach the Adobe Creative Suite. The curriculum decodes digital tools and culture while explaining fundamental visual design principles within a historical context. Students develop an understanding of the basic principles of design in order to implement them using current software. There are no prerequisites for this course. Course Fee Applies. (This course satisfies Creative & Performing Arts and Technology Intensive.)

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*ART 150: 3-D Modeling Foundations*

3D Modeling Foundations serves as an introduction to crafting models in 3D software and covers preparing and exporting digital files for a variety of presentation methods: 2D print, web/browser-based viewing, Augmented Reality filters, and Virtual Reality headsets. Applications for this technology are far-reaching and include: to-scale and representational models of biological systems, prosthetics and medical device prototyping, frameworks and experiments with physics, game design, motion capture, special effects, data visualization, graphical user interface (GUI) design, web design, graphic design, fine art, marketing through virtual and augmented reality, and more. The course curriculum is project-based and introduces students to 3D modeling tools through an understanding of the basic principles of design. The course introduces up-to-date methods and tools but focuses on working proficiency with Unity, Spark AR, and Autodesk Maya. No prerequisites. (This course satisfies Creative & Performing Arts and Technology Intensive.)

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*ART 155: Stop Motion Animation*

This course is an introduction to basic animation principles for students with little or no animation experience, using a camera or mobile phone and minimal equipment. Through demonstrations and short exercises students become familiar with a variety of animation techniques, including storyboarding, lighting, shooting, editing, image-capturing software and puppet building methods. Unorthodox and alternative approaches to stop motion animation are also covered such as back-lit clay on glass, single-page surface alteration, and special effects using pixilation. Cost of materials is not included in tuition; it will be billed upon enrollment and is not refundable. No prerequisites. (This course satisfies Creative & Performing Arts and Technology Intensive.)  
cross listed: CINE 155

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*ART 229: Art and Environment*

(Art and Environment: Exploring Landscapes and Sustainability.) In this course we explore the unique relationship and history of the arts and the environment. In recent times an increasing number of creatives in fields such as sculpture, sound art, and architecture have shifted their focus towards environmental awareness. Production methods and materials that embrace sustainability, repurposing and reutilization are making their mark around the world. We learn about these efforts and use them as inspiration to create new work. Students explore ways that artists can use social practice to create awareness, study western and non-western concepts of the landscape, and discuss the everlasting desire to look at nature for inspiration. We use a variety of recycled/repurposed materials and electronic media to produce artwork focused on our relationship with the environment and how we can create immediate and long-term positive impact on our habitats. No prerequisites; ES110 or ES120 recommended for Environmental Studies majors. Course Fee Applies. (This course satisfies Creative & Performing Arts.)  
cross listed: ES 229

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### *ART 230: Painting*

This course is designed for the beginning student in oil painting. The emphasis in this course is on the description and analysis of the world around us. Students will learn the basics of color theory, color mixing, how to prepare and stretch a canvas, how to use and mix paint, and different techniques for various effects using brushes, rags, and palette knives. Emphasis will be on value and depth and their relationship to color. Students must have experience in drawing with value. Students will participate in group critiques and will be exposed to ideas and techniques through slide lectures. Course Fee Applies. (This course satisfies Creative & Performing Arts.)

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### *ART 231: Figure Drawing*

This course is designed to give advanced students an opportunity to develop their ability to draw and interpret the human form. Working from the model, students will explore a variety of techniques including gesture drawing, studies of volume and mass, and contour and cross-contour drawing. Prerequisite: Art 131. (This course satisfies Creative & Performing Arts.)

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### *ART 232: Drawing from Nature*

Close observation is the foundation of scientific inquiry. It is also key to making art. In this course, students use their surroundings—from microscopic organisms to the forests and prairies around the Lake Forest campus—as a source of discovery and inspiration for making drawings. Working with a variety of materials, students develop their abilities to observe and interpret nature. Students move between indoor and outdoor spaces, including the Shooting Star Savanna and biology laboratories. Students study scientific illustrations and learn how to create them. Field trips to local prairie and woodland restoration projects and sites such as the Chicago Botanic Garden are an important component of this course. The course is designed for all levels, beginning through advanced. (This course satisfies Creative &

Performing Arts.)  
cross listed: ES 232

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*ART 233: Sculpture*

This course will familiarize students with the basic language and art-historical background of sculpture as both a narrative medium and a contemplative objectification of some of humankind's deepest desires. Reading key texts in the theory and history of modern and contemporary sculpture along with the creation of sketches, models and 3-dimensional artworks students will explore how sculpture functions in various contexts to convey meaning and to pose questions of reality and perception, identity, originality, psychology, society and space. Course Fee Applies. (This course satisfies Creative & Performing Arts and Technology Intensive.)

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*ART 234: Landscape Painting*

An outdoor, landscape/nature course involving the student in the observation of nature, transcribed through perceptual data, and resulting in painting and drawing. (This course satisfies Creative & Performing Arts.)

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*ART 235: Drawing and Landscape Painting*

(Drawing and Landscape Painting in the Social Media Age.) This course is a primarily outdoor experience that explores the nature of "landscape" in a heavily mediated era. What is the place of drawing and landscape painting in an age where landscapes are routinely shared via smartphones, and when panorama photography, 360-degree videos, and virtual reality imaging are becoming as commonplace as cameras? This course involves the student in the careful observation of nature, transcribed through perceptual data, and resulting in painting and drawing. No prerequisites.

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*ART 237: Performance Art*

This course will provide students with an understanding of performance art as a constantly evolving and flexible medium. The class will trace the emergence and development of performance art as a form of expression both distinct from and yet dependent upon traditional and experimental forms of theater and other contemporary manifestations of theatricality. Students will negotiate, through reading, research, discussion and planning and practical application, the blurred boundaries between performing and living, entertainment and art. (This course satisfies Creative & Performing Arts.)  
cross listed: THTR 224, ENGL 233

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*ART 238: Mixed Media for a Remixed World*

This course asks students to cross boundaries—to create with different techniques, materials, and methods—through sustained exploration of how art can respond to and interact with the current mashup and remix moment. Students will use drawing media, paint, and transfer processes—combining them with non-traditional ways of making, such as 3D printing, sculptural books, digital photography, and collage. The emphasis will be on experimentation to not only familiarize students with relevant techniques but also to produce unexpected outcomes toward the production of innovative works of art that will kick start student practice for the future. No prerequisites.

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*ART 239: Applied 3D Design and Fabrication*

An introduction to the fundamentals of design thinking, problem solving, and construction in three-dimensional space. Design is an increasingly common activity that helps address a wide range of needs and emerging issues in our world. From scientific research to social and political messaging, the emergence of design thinking has become an important analytical tool. This

course is an introduction to the use of various tools, techniques and materials to design and fabricate, to think critically while engaging in problem solving and to learn how to collaborate in a wide array of settings and professional fields. Students use processes ranging from traditional wire, foam, wood, and cardboard fabrication to new digital CNC routing, 3D printing, and virtual three-dimensional sculpting. This course includes at least one interdisciplinary project in collaboration with another department of the College. No prerequisites. Course Fee Applies. (This course satisfies Creative & Performing Arts and Technology Intensive.)

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*ART 240: Digital Photography*

This introductory course familiarizes students with the fundamental concepts and practice of digital photography. Students use the basic elements of the camera - the lens, the shutter and the aperture - as well as the inventive use of lighting, to create images that are processed through the digital environment of the computer lab. The course addresses aesthetic principles as they relate to composition, space, exposure, light and color. Processing of images includes learning to control scale, color, file size and resolution while moving from digital image to printed document. Students also learn an introduction to photographic history and visual literacy. No prerequisites. Course Fee Applies (This course satisfies Creative & Performing Arts and Technology Intensive.)

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*ART 241: Data is Beautiful*

Data visualization is the art of storytelling in a graphical medium. This studio course teaches students how to better understand, analyze and communicate with data in order to tell engaging visual stories. Students will learn to transform qualitative and quantitative information into appealing aesthetic forms, learn to evaluate the effectiveness of visualization designs, and think critically about design decisions to convey information effectively and intuitively. Students start with traditional drawing materials and then expand into digital tools such as Illustrator, Photoshop and the creative coding

environment, Processing. No prerequisites. Course Fee Applies. (This course satisfies Creative & Performing Arts and Technology Intensive.)

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*ART 243: Video, Sound, and Electronic Art*

(Time-Based Media: Video, Sound and Electronic Art) This is an introductory course to time-based media and electronics that help students develop skills and techniques in professional video, sound, and electronic production software and hardware. By putting technology and new media to use in such forms as experimental documentary, video projection, sound installation, and electronic interactivity, we explore the potential of contemporary art practices within and beyond galleries and museums. Once equipped with the professional and creative practices learned in this course, students will have important and highly sought-after skills in a variety of fields including art and technology. No prerequisites. Course Fee Applies. (This course satisfies Creative & Performing Arts and Technology Intensive.)  
cross listed: CINE 243

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*ART 245: Digital Art*

This class explores digital media through the eyes of contemporary art. Exposure to contemporary work in two-dimensional digital media, contemporary art theory and criticism will assist the students to develop their own artistic voice in the context of ongoing contemporary conversations in art. Students explore complex image manipulation and generation options and refine technical skills in preparation for advanced artwork. Projects are designed to combine student's conceptual abilities with technical expertise. Emphasis is on integration of digital images, scanned images and drawing into high-resolution images for output and use in large-scale projects, image-sequencing possibilities, and integration of multi-media installations. Prerequisite: ART 142. Course Fee Applies. (This course satisfies Creative & Performing Arts and Technology Intensive.)

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*ART 253: Graphic and Digital Design*

Graphic Design focuses on developing graphic communication skills for both print and web-based formats through a series of exercises and assignments that help students to successfully integrate image and text with an emphasis on commercial design practices. Students explore visual design concepts, and use the communicative power of design elements in order to create effective solutions to real-world visual problems. Students learn the principles and techniques of publication and website design, using Mac platforms with the Adobe Creative Cloud. Topics include: letter design and typeface, layout, logo and letterhead, computer-generated images, illustration, grid design and wire-framing. Prerequisites: Art 130 and Art 142. Course Fee Applies. (This course satisfies Creative & Performing Arts and Technology Intensive.)

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*ART 261: Art of Social Change*

Artists have a long history as agents of social change, using "traditional" art forms such as painting, drawing, printmaking and sculpture, and a bit more recently photography, performance, and video to critique various aspects of society and to propose alternatives for the future. The consideration of social engagement as an artistic medium in and of itself has become an important current in contemporary art since at least the 1990s. This course begins with a consideration of some of the ways artists in the past approached social and political concerns. We then focus on the more recent proliferation of artists with social practices both within and outside of the gallery/museum realm of contemporary art. Students address various important historical, theoretical and practical texts; conduct discussions and presentations; and collaborate to design and enact original works of socially engaged art. No prerequisites. Course Fee Applies. (This course satisfies Creative & Performing Arts and Global Perspective.)  
cross listed: ETHC 261

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*ART 285: Creative Arts Entrepreneurship*

Creative Arts Entrepreneurship will offer an overview of the processes, practices, and decision-making activities that lead to the realization of our creative ideas. Students from across the humanities, arts, sciences, and business will learn the unique contexts and challenges of creative careers, with an emphasis on collaborative projects. The course will help students understand the nature and structure of arts enterprise while cultivating their own career vision and creative goals. Creative Arts Entrepreneurship is designed for students interested in developing, launching, or advancing innovative enterprises in arts, culture, and design, and those who love the initiative, ingenuity and excitement of putting creative ideas into action. The course combines readings and in-class discussions with site visits, case studies, guest lectures by working artists and creative professionals, and student-driven projects. No prerequisites.

cross listed: MUSC 285, ENTP 285, ENGL 285, THTR 285

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*ART 330: Advanced Painting*

Advanced work in painted media. Prerequisite: Art 230. Course Fee Applies. (This course satisfies Creative & Performing Arts.)

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*ART 331: Advanced Drawing*

Advanced drawing is designed for the student with previous studio drawing background. The course will explore abstraction and non-objective drawing techniques and ideas. Students will, working from known sources, develop abstract imagery and explore new and varied media and materials. Non-objective compositions will be stressed in the later half of the semester. Color will also be an integral aspect of the drawing process. Slides, lectures and field trips will be included in the course work. Prerequisite: Art 131. Course Fee Applies. (This course satisfies Creative & Performing Arts.)

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### *ART 333: Advanced Sculpture*

This course approaches contemporary ideas in sculpture with challenging individual and collaborative studio projects, pertinent reading and writing assignments addressing sculptural practices and forms, and virtual methods of sculptural hypothesis. Topics addressed include the relationship between form and function, the importance of process and materiality, developing a conceptual framework, and the context of presentation in conveying meaning. As a 300-level studio course, students are expected to produce work of sophisticated conceptual and formal quality, and to develop a sense of their own artistic style working in 3 (and 4) dimensions. Written project statements will be important components of the presentation of all studio assignments. Critiques will be rigorous and honest, with the paramount goal of improving the effectiveness of each student's artwork as well as their mechanisms of presentation. Prerequisite: Art 233 OR Art 130 and Art 133. Course Fee Applies. (This course satisfies Creative & Performing Arts and Technology Intensive.)

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### *ART 334: Installation Art*

In this course students integrate a variety of artistic media and processes to negotiate the transformation of specific spaces. Students work both collaboratively and independently on creative projects with the goal of better understanding the contextual importance of site and the potential meanings of materials. Attention is paid to engaging audiences in both art-dedicated and non-art spaces, and to sustainable and practical materials and construction plans. Prerequisites: ART 130, ART 142, and either ART 233 or ART 239. Course Fee Applies. (This course satisfies Experiential Learning.)

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### *ART 335: Experiments in Mixed Media*

This course gives students the experience of translating their ideas into two- and three-dimensional artworks that incorporate more than one medium. Students create projects such as collages, artist books, and works integrating

found objects. Emphasis is on adopting unorthodox methods and material experimentation to create formally and conceptually coherent works of art. Critiques and slide lectures are included. Prerequisite: Art 131, or by permission of instructor. Course Fee Applies. (This course satisfies Creative & Performing Arts.)

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*ART 339: Adv Applied 3D Design & Fabrication*

Advanced work in Applied 3D Design and Fabrication. Prerequisite: ART 239. Course Fee Applies. (This course satisfies Creative & Performing Arts and Technology Intensive.)

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*ART 340: Advanced Digital Photography*

Working in response to specific challenges from photographic history, as well as contemporary photographic work, students further develop camera skills-- as well as the inventive use of artificial and natural lighting, setting and backdrop, to create images that are processed through the digital environment of the computer lab. Students use the unique expressive qualities of photography to explore the conceptual possibilities of this versatile medium in collaborative as well as individual projects, realizing specific ideas in concrete visual form. As a 300-level studio course, students are expected to produce work of sophisticated conceptual and formal quality, and to develop a sense of their own artistic style. Written project statements are important components of the presentation of all studio assignments. Prerequisite: Art 240. Course Fee Applies. (This course satisfies Creative & Performing Arts.)

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*ART 343: Adv, Video, Sound & Electronic Art*

(Advanced Video, Sound, and Electronic Art) This course further enriches and helps develop new skills and techniques in professional video, sound, and

electronic production software and hardware. Using technology and new media as a means to produce compelling works of art, this project based studio course allows student to work on extensive and complex time-based projects. Students taking ART 343 are expected to know the fundamentals of video and sound production and post-production. The course emphasizes completion, craftsmanship, and presentation through well designed video, sound and electronic art installation practices. The course also includes an overview of media art history and theory. Completion of both ART 243 in combination with ART 343 helps prepare students for an exciting array of professional possibilities in media, arts, and technology. Prerequisite: ART 243. (This course satisfies Creative & Performing Arts and Technology Intensive.)  
cross listed: CINE 343

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*ART 345: Advanced Digital Art*

This class explores digital media through the eyes of contemporary art. Exposure to contemporary work in two-dimensional digital media, contemporary art theory and criticism will assist the students to develop their own artistic voice in the context of ongoing contemporary conversations in art. Students explore complex image manipulation and generation options and refine technical skills in preparation for advanced artwork. Projects are designed to combine student's conceptual abilities with technical expertise. Emphasis is on integration of digital images, scanned images and drawing into high-resolution images for output and use in large-scale projects, image-sequencing possibilities, and integration of multi-media installations. As a 300-level studio course, students are expected to produce work of sophisticated conceptual and formal quality, and to develop a sense of their own artistic style working in digital media. Written project statements will be important components of the presentation of all studio assignments. Prerequisites: ART 142 and 245 or permission of instructor. Course Fee Applies. (This course satisfies Creative & Performing Arts and Technology Intensive.)

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*ART 353: Advanced Graphic Design*

Advanced Graphic Design builds upon course content from Art 253 Graphic Design. Emphasis is on developing graphic communication skills through a series of exercises and assignments that help students to successfully integrate image and text with an emphasis on commercial design practices as it relates to Print Media. Students explore visual design concepts, and use the communicative power of design elements in order to create effective solutions to real-world visual problems. Students learn the principles and techniques of publication design, using Mac platforms with Adobe InDesign, Adobe Photoshop and Adobe Illustrator. As a 300-level course, students are expected to expand upon conceptual development, typography, and the quality of execution and presentation of each project. Topics include: branding and advertising, promotional series design, editorial layout, specialty product design, using computer-generated images, illustration, photography, and print media techniques. Prerequisite: Art 253. Course Fee Applies. (This course satisfies Creative & Performing Arts and Technology Intensive.)

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*ART 381: Radical Women: Latina/x Artists*

(Radical Women: Cross-disciplinary Approaches Latina / Latinx Artists.) Inspired by the 2017 exhibition of the same name, Radical Women is a seminar that immerses students in the practices of LatinX and Latina women artists from 1960 through the present. Using work by artists including Lygia Clark, Ana Mendieta, and Cecilia Vicuña as a starting point, students engage with contemporary practitioners whose work echoes these practices. The course focuses on ways in which artists engage the political body—including through self-portraits, the relationship between the body and landscape, the mapping of the body, the power of words, and repression and resistance. Students conduct research, contribute to discussion, and complete a set of individual and collective assignments including presentations on the artists. Final projects can take the form of a critical or creative research paper or an artistic project in a self-selected medium. Prerequisites: This interdisciplinary seminar is open to students across disciplines and does not require prior studio experience. Prior 200-level Art and Art History, Humanities, or Social Science courses recommended, or by instructor permission. Corequisites: Prior 200-level Art and Art History, Humanities, or Social Science courses

recommended, or by instructor permission. Course Fee Applies. (This course satisfies Humanities and Global Perspective.)  
cross listed: GSWS 381, LNAM 381

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*ART 399: Inter-Text Journal*

(Inter-Text Undergraduate Journal for Social Sciences and Humanities.) This course is a practicum aimed at engaging students in the process of scholarly peer-review, academic journal production, and print and digital publishing. Students learn how to use InDesign, an important software suite for visual communication. This 0.25 credit course is graded on a Pass-No Pass basis and requires enrolled students to complete forty (40) hours of work as Editorial Board members while contributing to the production and selection of feature essays, peer review, editing, layout and formatting of the journal, and release of the journal at the annual publication party. Inter-Text aims to publish exceptional student work and foster community among students inside and outside of the classroom in the humanities and social sciences.  
cross listed: HIST 399, POLS 399, ENGL 399

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*ART 480: Senior Seminar in Studio Art*

The Studio Art Senior Seminar is designed as a capstone experience for artists wanting a deeper engagement in vital issues in artists' professional development, including critical feedback and support in developing an independent body of artwork. With a focus on refining verbal, written and visual skills, the curriculum combines real-world professional development tools with deep thinking about creative practice to empower artists to create the foundation for sustainable, creative careers. The Senior Seminar culminates in a Senior Art exhibit in the Sonnenschein and Albright Galleries, for which students will be responsible for devising a portfolio of individual work or independent project. Prerequisite: Senior standing in the major or permission of the instructor. Course Fee Applies.

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*ART 490: Internship*

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*ART 492: Creative Project*

A well-documented and well-executed visual project completed in the senior year may count as a senior thesis. (See Academic Regulations in the Student Handbook for details.) As with other theses, the final project will be reviewed by a thesis-examining committee consisting of three faculty, at least one from outside the Art Department. Students are encouraged to consult with members of this committee during the planning and execution of the project. (This course satisfies Experiential Learning.)

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*ART 494: Senior Thesis*

## **Art History Courses**

*ARTH 110: Intro to Visual Arts and Design*

(Introduction to Visual Arts and Design) This course introduces students to the subject of art history and the major questions and methods of the discipline. Students will not only learn foundational issues, such as composition, medium, and basic interpretive skills, but also the ways in which art, architecture, and design are defined and have operated in cultures across time. The principal aim of the course is to give students the opportunity to analyze and write about works of art. This is the recommended first course in Art History and is required of all Studio Art and Art History majors and minors, although students of all disciplinary backgrounds and skill levels are welcome. (This course satisfies Humanities.)

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*ARTH 189: Public Art in Chicago*

In this course, we will explore what makes for "good" public art and how artists conceive of, propose, and execute projects intended for the public sphere. Public art is vital to the spirit of a city and the quality of life of its residents. From "the Picasso" to Jaume Plensa's fountains, from Anish Kapoor's iconic Cloud Gate ("the Bean") to Buckingham Fountain, Chicago is an international flagship site of public art. Attesting to its importance, Mayor Rahm Emanuel proclaimed 2017 as the "Year for Public Art" in Chicago. We will use the city of Chicago as a text to consider prominent public artworks as well as the hidden gems tucked away in neighborhoods, many of which include historically ethnic enclaves (e.g., Pilsen, Chinatown, Bronzeville) and/or concentrations of other minority populations (e.g., Boystown). No prerequisites. (This course satisfies Humanities.)

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*ARTH 200: New Media Art and Design*

(Survey of New Media in Art, Design, Technology and Culture.) New media is at the cutting edge of the production of art and design. But what is it and how does it help shape visual cultures, and societies around the world? This course takes a humanistic, global approach to learning about this dynamic topic. Theories of new media help us understand the technological and information revolution. Art and new media have become integral parts of our changing societies. Theoretical, practical, and cultural ideas such as Postmodernism, The Anthropocene, and Post-humanism are examples of ways to understand the influence of New Media in our world. No prerequisites. (This course satisfies Humanities and Global Perspective.)

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*ARTH 201: Writing Art Criticism*

This course will explore the process of writing about art from an evaluative and critical perspective. Drawing from a variety of examples and styles, students will engage a broad range of methodologies in art criticism. Students will hone observational and written communication skills as they assess,



analyze, and interpret works of visual art, as well as effectively articulate critical judgments. Most importantly, by uncovering the process and structure of the review and the role it plays in the art world and the media, this course will encourage students to explore new ways of thinking about looking at art in writing, and how to inspire their readers' responses to visual culture. No prerequisites. (This course satisfies Humanities and Writing Intensive.)

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*ARTH 202: Photography of the Street*

What role does the street play in photography, and how did street photography develop as a genre within the medium? How does street photography prompt us to consider and reconsider the role of photography in our daily life? In documenting our world? In history? This class considers the role of the street photography and its evolution in understanding our world, and the ways in which this approach to representation might complicate our understanding of photography as a medium. We examine key photographers from Thomas Annon and Eugene Atget to Gary Winograd, and John Free as well as historical texts and the specific considerations that develop when we take the street and its people as our subject. In addition, we take what we learn about the development of street photography out to the street to explore street photography ourselves in a practical sense. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

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*ARTH 203: Art and the Internet*

This course examines the impact of the Internet on art, from its origins in the 20th century to today. Our questions include: how access to the Internet has affected art created from objects made with and for online platforms; how artists use the Internet as a source and inspiration of subject matter for artistic creation; how the Internet affects the distribution of art made both for the Internet and older objects that gain new life through digitization and placement on the Internet; how such digitization allows for increased distribution of art around the world; and how this influences viewers' understanding of artistic objects from both our own and other cultures to help us to better understand

our world more broadly. Among the Internet tools and contexts we address are: digital imaging, websites, virtual galleries, museums and exhibitions, and digital archives that are dispersed over the Internet. No prerequisites. (This course satisfies Humanities.)

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*ARTH 205: All That Glitters: Byzantine Art*

Luminous. This is how Byzantine Art is rendered in our public imagination. From glittering mosaics and soaring spaces to gold-leafed manuscripts and richly patterned vestments, few periods in the history of art conjure notions of opulence as powerfully. But there's much more to the art and architecture of Byzantium, whose influence is felt to this day. Extending over vast territories and three continents at its peak, the Byzantine empire endured for over twelve centuries. This class is an introduction to the rich array of art forms that flourished in Byzantium and theological ideas that animated them, the ways in which Byzantine art and religion disseminated and integrated with local forms and cultures throughout the Mediterranean world and beyond, and the influence of Byzantine art on later art and artists – up to and including our present day. No prerequisites. (This course satisfies Humanities and Global Perspective.)

cross listed: RELG 205

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*ARTH 206: Chinese Art and Culture*

This course examines the history of Chinese art from the Bronze Age to the present with emphasis on the major art forms and their relationship to contemporary social, political, and religious development. (This course satisfies Global Perspective.)

cross listed: ASIA 206

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*ARTH 210: Art of Ancient Mediterranean World*

Painting, sculpture, and architecture of ancient civilizations of Egypt, Mesopotamia, Greece, and Rome. (This course satisfies Global Perspective.)

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*ARTH 211: Medieval Art*

A survey of European art from the era of Constantine (ca. 400) through the Gothic period, about 1300. (This course satisfies Global Perspective.)

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*ARTH 212: Italian Renaissance Art*

An introduction to Italian art from the late Gothic period until the Reformation, ca. 1300 to 1600. (This course satisfies Global Perspective.)

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*ARTH 215: Reformation to Revolution:1600-1800*

This course surveys European Art of the seventeenth and eighteenth centuries, focusing on the Baroque and Rococo styles in the context of the religious and political upheavals of this turbulent era. We consider issues such as the rise of capitalism and global trade, the challenges of new faiths to the Roman church, shifts in outlook and philosophy as they intersect with art, and social and intellectual changes to the status of artists. No prerequisites. (This course satisfies Global Perspective and Writing Intensive.)

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*ARTH 217: Nineteenth Century Art*

Introduction to art and architecture in Europe and America from the neoclassicism associated with the French and American revolutions to the Impressionist and Post-Impressionist avant-gardes. Course readings emphasize the relationship of art to other social movements. Students tie classroom study to the collections of area museums. (This course satisfies Global Perspective.)

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*ARTH 218: Twentieth Century Art*

Introduction to European and American art from Post-Impressionism to Postmodernism. Course readings reveal competing constructions of this history that is still in the making. Students tie classroom study to the collections of area museums. (This course satisfies Humanities and Writing Intensive.)

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*ARTH 219: American Art*

The visual arts in North America, covering painting, sculpture, architecture, and the applied domestic arts, from the Colonial period to the present. (This course satisfies Domestic Pluralism and Writing Intensive.)  
cross listed: AMER 219

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*ARTH 220: History of Architecture*

Evolution of architectural style and thought from antiquity to the present.

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*ARTH 221: Modern Architecture*

This class examines the history of architecture from the late nineteenth century to the late twentieth century. Students will be introduced to architectural terminology and techniques for analyzing architecture. They will also study the major trends in architectural design in the twentieth century, the issues faced by architects, and the social and functional problems that architecture is designed to solve.

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*ARTH 222: History of Photography*

This course examines the history of photography from its invention in 1839 to the late 20th century. Students will be introduced to terminology and techniques specific to the photographic medium. This course will discuss photographic conventions and customs, and the extent to which they reflect and construct societal institutions (particularly in the United States). Students will also study the special properties of photography as icon, index and symbol, and become conversant in the semiotics of the image. No prerequisites; previous experience in ArtH 110: Introduction to Visual Arts will be helpful. (This course satisfies Writing Intensive.)

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*ARTH 223: Northern Renaissance Art*

Arts of the Netherlands, France, Germany, and Spain from ca. 1350 to ca. 1550. (This course satisfies Global Perspective and Writing Intensive.)

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*ARTH 224: History of Prints*

The graphic arts of the Western tradition, from about 1400 to the twentieth century. (This course satisfies Global Perspective and Writing Intensive.)

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*ARTH 225: American Architecture*

The course will survey American architecture from the seventeenth century to the present. Topics will include early colonial architecture, architecture of the new republic, nineteenth century eclecticism and domestic revival, the Chicago School and the skyscraper style, and the development of modern architecture in the twentieth century. Other themes to be discussed include changes in domestic demographic and population patterns, post-war housing, issues in American historic preservation and new urbanism. (This course satisfies Humanities.)

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*ARTH 226: Colonial Latin American Art*

This course will consider the arts of Central and South America from the conquest to independence (ca. 1500-1850) and will explore the intersections among art, culture, and power in the specific conditions of Colonial Latin America. (This course satisfies Global Perspective.)  
cross listed: LNAM 226

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*ARTH 238: Curating an Art Collection*

This course explores the curatorial function of the Sonnenschein Gallery of Lake Forest College. Using the study of the history and theory of art galleries/museums as a foundation, this class will use the College's own extensive and eclectic art collection to get practical experience in the study, identification and arrangement of the art collection. The culmination of the class will be to plan and install an art exhibition in the Sonnenschein Gallery using collection components. Prerequisite: ARTH 110 (This course satisfies Experiential Learning and Humanities.)

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*ARTH 239: Museum Histories and Practices*

This course will provide an introduction to the rise and functions of museums in Western and global cultures. Among the issues to be considered are: collectors, collecting and display; the history of the Western museum from the Enlightenment to the contemporary era; types and functions of museums from art museums to zoos; spaces and architecture for displaying artifacts and collections; strategies of display and curating; systems and practices among museums; the spread of the "museum idea" across the globe. No prerequisites. (This course satisfies Humanities and Writing Intensive.)

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*ARTH 245: Indigenous Arts of the Americas*

This course introduces the art and material culture of the Indigenous Americas from pre-contact to the present. We consider how Indigenous cultural production, including architecture, painting, basketry, sculpture, ceramics, textiles, photography, performance, and new media operate within and outside of the category of "art" in conjunction with diverse traditions and world views. By centering Indigenous voices and perspectives, this course emphasizes how different forms of Indigenous art across time represent continuous, dynamic, and lived traditions which have preserved culture and resisted domination in the face of colonial conflict, assimilation, and oppression. Thematic topics include the material expression of cosmologies, belief systems, and environmental relations; the role of ethnography in the history of Indigenous art; the politics of museum display and ownership; and the decolonization of institutions and (art) histories in conjunction with visual sovereignty. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: AMER 245

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*ARTH 280: Architecture in East Asia*

This course explores a diverse body of architecture in China and Japan from ancient to contemporary times. We will investigate the major architectural

types in traditional East Asia - including cities, temples, palaces, gardens, and houses - as well as individual monuments like Japan's Himeji Castle and the 'Bird's Nest' Olympic stadium in Beijing. In addition to examining the architectural history of these sites, we will discuss thematic issues related to design, space, landscape, ritual, memory, and modernity. No prerequisites. (This course satisfies Global Perspective.)  
cross listed: ASIA 280

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*ARTH 282: Depicting Difference in Western Art*

(Depicting Difference: Images of the Racial and Religious 'Other' in Western Art.) This course will examine how Western cultures visually depicted those they considered different from themselves: those they considered to be 'Other.' We shall investigate European traditions of depicting difference, beginning with Classical Greece and Rome's conceptions of the monstrous races and continuing through to contemporary artistic challenges to stereotypical representations of otherness. While our explorations will range from the Ancient to the Modern world, our course will be particularly focused on the role visual imagery of the 'Other' played in supporting colonialism and Western discourses of cultural superiority in the fifteenth through nineteenth centuries. As this course is focused on how Western cultures depicted those of different racial, religious and cultural backgrounds, it will undoubtedly foster critical analysis and understanding of different races, religions and cultures. No prerequisites.  
cross listed: ISLM 282

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*ARTH 286: Topics in Islamic Art*

This course examines the visual arts of early and medieval Islam from the seventh through the thirteenth centuries in Muslim territories, ranging from Central Asia to Spain. Through an examination of diverse media, we shall explore the role of visual arts played in the formation and expression of Islamic cultural identity. Topics will include the uses of figural and non-figural imagery, religious and secular art, public and private art and the status,



function, and meaning of the portable luxury objects. No prerequisites.  
cross listed: ISLM 286, RELG 286

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*ARTH 306: Buddhist Arts of Asia*

In the early centuries CE, Buddhism spread eastward from its origins in India to China, Korea, and Japan. It brought with it a rich religious tradition that altered forever the visual arts of these regions. Students in this course will explore the painting, sculpture, and monuments of the East Asian Buddhist world from ancient times to the twentieth century, paying particular attention to issues of patronage, ritual, iconography, symbolism, and style in order to better understand the complex relationships between religion and art. No prerequisites. (This course satisfies Global Perspective.)  
cross listed: ASIA 306

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*ARTH 320: Landscape and Representation*

Art has long been a site through which societies have visually and materially expressed and explored diverse experiences of the landscape. This course examines the changing nature of land, place, and environment in art and its representation and deployment as a genre, theme, and medium, with special attention to the Great Lakes as an ancestral and contested site. Approaching diverse art forms such as Indigenous earthen monuments, landscape painting, earthworks, photography, installation art, and site-specificity from ecocritical and decolonial art historical lenses, we consider "nature" as a cultural-aesthetic construction and as a politically embattled site inhabited by human and non-human agents and beings. With select local site and collection visits, we consider the role of [the] E/earth in art as material, vibrant matter, pigment, place, and collective home of social, cosmological, and ecological relations. (This course satisfies Humanities.)  
cross listed: ES 320

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*ARTH 321: Photo and its Cultural Effects*

(Photography and its Cultural Effects: The Evolution of a Medium and Questions of Representation, 1860-1900.) How did photography change how people understood the world during the US Civil War and beyond? How did it capture the war, the landscape, and the people of the US? Of the world? How did people see and understand photographs? Who did it leave out and how? Beginning with the US Civil War, this class will explore photographs between 1860 and 1900 as well as their cultural use and circulation. We will examine the development of photography as well as the understanding of photographs as "real" depictions through images of the Civil War and other concurrent and later kinds of photographs including portraits, landscape photographs, and the racialized lynching photographs of the end of century. This class will also consider the ways that photography presented a mediated representation of race and diversity, and even developed as a tool of power and privilege through restricted representation and access for those less fortunate.

Prerequisite: At least one art history class or consent of instructor. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: AMER 321

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*ARTH 323: Monuments and Memory*

This course explores the cultural function of monuments and other images dedicated to memory. We shall consider the definition of a monument and the social behavior of remembrance. Topics will include the commemoration of public triumph, defeat, trauma, private memory, funerary architecture, photography, and mourning. Prerequisite: one art history course. (This course satisfies Humanities and Writing Intensive.)

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*ARTH 325: Women, Art and Society*

This course considers the contributions of women artists to the Western tradition of art making and examines the way art in the Western world has used the figure of woman to carry meaning and express notions of femininity

in different periods. (This course satisfies Global Perspective and Writing Intensive.)  
cross listed: GSWS 325

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*ARTH 326: Gender Identity in Modern Art*

Since the late nineteenth century, communities of artists and critics have defined themselves in opposition to the dominant forms of maleness and heterosexuality. This course examines the definitions of 'homosexuality' and 'feminism,' and traces their development in and influence on the visual arts. Prerequisite: one art history course. (This course satisfies Domestic Pluralism and Writing Intensive.)  
cross listed: GSWS 326

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*ARTH 338: Contemporary Exhibition Practices*

This is a highly collaborative course in which students work with Chicago artists to mount a professional art exhibition. Students work in groups on every aspect of the exhibition process ?including the conception of the exhibit, the budget of expenses, the curation of artists?work, the design of exhibition and promotional materials, the plan and execution of educational programming, and the processes of installation and deinstallation. To prepare students to undertake this project, the first part of the semester is devoted to readings and discussion on contemporary curatorial theory and practices, written assignments designed to augment learning objectives, and visits to Chicago museums and galleries to meet with art professionals. Prerequisite: ARTH 110 or another college-level art history course. (This course satisfies Experiential Learning and Humanities.)

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*ARTH 355: The Art of the Sixties*

Students in this class will examine the many and varied practices of art making in the 1960s, a decade characterized by national and global ideological change, the explosion of counterculture and the retirement of older notions of what qualifies as 'art.' Yet, so as not to study this decade in a vacuum, close attention will be paid to the artistic practices preceding the 1960s in order to more fully understand the iconoclasm that would follow. Prerequisite: At least one art history class or consent of instructor. (This course satisfies Humanities and Writing Intensive.)

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*ARTH 360: Contemporary Art*

Focuses on the art of the late twentieth and early twenty-first centuries, from about 1970 until the present day, to trace the development of contemporary artistic movements and expression. Prerequisite: ARTH 110, or another college-level art history course. (This course satisfies Domestic Pluralism and Writing Intensive.)

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*ARTH 361: Topics in Contemporary Art*

Spring 2021 Topic: Global Conflict and Representation. This course explores imagery of and for conflicts across the globe using contemporary media such as photography, film, video, and digital media. The course examines the role of photographic and filmic images, and their digital counterparts to record, interpret, inspire or contain conflicts, including: wars, political protests, independence movements, and transnational activism such as climate change. The course examines both the historical trajectory of representations of global conflict and also examines issues that are occurring today like the current global pandemic and the global rise in catastrophic wild fires of 2020. The course charts the history and influences of these media as they were affected by and contributed to such conflicts. Prerequisite: One Art History course. (This course satisfies Global Perspective and Writing Intensive.)

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*ARTH 380: Renaissance Art and Domesticity*

This course examines the original setting of works of art in the secular context of the household during the Renaissance (about 1300-1650). It will also consider representations of the domestic sphere as evidence for the functions of objects in houses, palaces, or villas. Addressing issues of patronage, function and audience, the course explores the uses men and women in the Renaissance made of works of art in their homes. Among the art forms we will analyze are: domestic architecture, paintings (frescoes, portraits, cassone, spalliere), sculpture, furnishings, metalwork, ceramics, tapestries and other textiles. Prerequisite: at least one art history course or consent of the instructor. (This course satisfies Global Perspective and Writing Intensive.)  
cross listed: GSWS 380

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*ARTH 383: Hell, Damnation and Romanesque Art*

This seminar will explore the fascinating and often terrifying artistic production of the Romanesque period (c. 1000-1200 CE) in Medieval Europe. Although often characterized as part of the 'Dark Ages,' this period is actually one of unprecedented artistic and cultural activity, worthy of in-depth exploration. Taking a thematic approach, this seminar will place Romanesque art within its broader cultural, political and religious contexts. Topics will include: The Cult of Saints; Monasticism; Popes and Kings; Knights and Castles; Crusader Art; and Misogyny and Depictions of Women. Prerequisite: one art history course. (This course satisfies Humanities.)

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*ARTH 385: Art, Power, and Wealth*

(Art, Power and Wealth in the Global Middle Ages.) This course examines works of art produced by diverse communities in southern Europe, North Africa, the Middle East, and western Asia during the Middle Ages (c. 500 –

1500 CE). We focus on questions of intercultural exchange as manifested in visual culture, exploring the impacts of power, ethnicity, and religion. Through case studies of luxury objects, iconic architecture, monuments, and paintings, this class considers the ways in which artists, patrons, and viewers within Islamic, Jewish, and Christian traditions articulated their spiritual and intellectual values and religious and socio-economic identities. No prerequisites. (This course satisfies Humanities and Global Perspective.)

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*ARTH 485: Sem: Means & Meth of Art Historians*

(Seminar: Means and Methods of Art Historians). In-depth consideration of special issues, fields, or topics with careful attention given to questions of methods of investigation and the reporting of research. An exploration of some of the principal methods used by art historians in their investigations of the visual arts including historiography, style and connoisseurship, iconography and iconology, social history, and other means of interpretation. Prerequisite: senior standing in the major or permission of the instructor.

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*ARTH 490: Internship*

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*ARTH 494: Senior Thesis*

# Asian Studies

## Faculty

*Ying Wu*

Assistant Professor of Chinese  
Chair of Asian Studies

*Shiwei Chen*

Professor of History

Major and Minor in Asian Studies

The Major in Asian Studies requires at least nine credits, while the Minor in Asian Studies requires at least six credits.

### *Requirements for the Major:*

- 8 Asian Studies courses, at least one of which is at the 300 level or above, including:
  - At least 1 course in Asian History (ASIA 200, 201, 283, 286, 307, 309, 319)
  - At least 1 course in Asian Philosophy (PHIL 114, 305)
  - At least 1 course in Asian Religion (ASIA 160, 213, 214, 215, 216, 217, 220, 224, 226)
  - At least 2 Asian language courses – Introductory Chinese or Japanese or other relevant Asian language taught abroad or on campus (Chinese: ASIA 108, 109, 110, 112, 114, 210, 212, 312; Japanese: ASIA 111, 113, 211, 219)
- Senior Requirement, which students may satisfy by choosing one of the following:
  - Asian Studies 493, one-semester research project

- Asian Studies 494, 1-2 credit senior thesis
- An Upper level course approved by the Chair of Asian Studies

Off-campus study in Asia is strongly encouraged but not required.

Courses offering significant Asia content, though not cross-listed as Asian Studies, may be approved by the chair to fulfill course requirements.

Students who plan to pursue Asian Studies at the graduate level are advised to study language through the intermediate level and above.

Optional Language Concentration in Chinese or Japanese

Upon student request, and successful completion (grade of C or higher) of five courses in ONE of the target languages (Chinese OR Japanese), including no more than 2 courses at the 100 level, and including at least one course at the 300 level (or higher), Asian Studies majors or minors may be granted a transcript designation of “Asian Studies: Chinese Language Concentration” OR “Asian Studies: Japanese Language Concentration.”

*Requirements for the Minor:*

- 6 Asian Studies courses, including at least 1 course or independent project at the 300-level or above.

Minors can opt for the language concentration in Chinese or Japanese; see “Optional language concentration” above.

### **Learning Outcomes**

The expected Student Learning Outcomes for the Asian Studies Program are:

1. The Asian Studies major will demonstrate an appreciation and respect for the social and political complexity and cultural diversity of Asia.
2. The Asian Studies major will demonstrate a concrete understanding of Asia’s place in the contemporary world.
3. The Asian Studies major will be able to command basic language skills in reading and interpreting one of the classic Asian languages.



4. The Asian Studies major will demonstrate critical thinking and independent research abilities in analyzing scholarly works and documents in Asian Studies.

### **Asian Studies Courses**

#### *ASIA 107: Developing World Thirst for Energy*

This course will introduce the concepts behind the ever-increasing global demand for energy. Through laboratory experiments, field trips, and discussions of current events, students will develop an understanding of the many issues related to meeting the world's energy needs. In particular, the dramatic economic growth in China and India raise additional issues about sustainable energy generation in the face of global imbalances in the carbon cycle.

cross listed: CHEM 107

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#### *ASIA 108: Spoken Chinese for Travelers*

This course is a foundational course in oral proficiency that employs a new method designed to have students quickly speaking and comprehending Mandarin Chinese. This course introduces Mandarin Chinese pronunciation, the pinyin transcription system, and modern colloquial Chinese. The emphasis is only on oral proficiency. The Chinese writing system is not required in this course. Overall, Chinese for Travelers is designed for students who seek to advance rapidly in Chinese as well as prepare for upper-level language study. Particularly for those who aspire to travel abroad, the class offers basic and practical language-survival skills. Of course, the class is also geared to pique your interest in a beautiful land, culture, and people. No prerequisites. (This course satisfies Humanities.)

cross listed: CHIN 108

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*ASIA 109: Chinese in the Business World*

The course is designed for students and working professionals who have no prior knowledge of Chinese, and are interested in conducting business in China. The objective of this course is to build a solid foundation of basic Chinese in the business context, with a focus on speaking and listening. Topics in the course cover basic daily corporate interactions and business-related social exchanges such as meeting people, introducing companies, making inquiries and appointments, visiting companies, introducing products, initiating dining invitations, etc. This course will also help you gain a better understanding of Chinese business culture, and assist you in overcoming the problems in cross-cultural communication from a comparative perspective. No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: CHIN 109

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*ASIA 110: Beginning Chinese I*

(Beginning Chinese Language I, in Cultural Context) This course is for students with no previous knowledge of Chinese. Students will learn the rudiments of both spoken and written Chinese (Mandarin) in cultural context. The course exposes students to aspects of traditional Chinese culture via experiential learning; it integrates language learning with cultural experiences which may include the practice of Chinese calligraphy, traditional Chinese painting and Kungfu, singing Peking opera, learning the traditional Chinese game of Go and immersive excursions to Chicago's Chinatown. . (This course satisfies Humanities and Global Perspective.)  
cross listed: CHIN 110

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*ASIA 111: Beginning Japanese I*

An introduction to the form of spoken Japanese along with Japanese customs and culture. Most of the fundamental structures are covered in Japanese 110 and 112, together with writing practice in the hiragana and the katakana syllabaries. 112 is a continuation of 110. Lab work is an integral part of the

sequence. No prerequisites. (This course satisfies Humanities.)  
cross listed: JAPN 110

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*ASIA 112: Beginning Chinese II*

(Beginning Chinese Language II, in Cultural Context) This course is the continuation of CHIN 110. Students will advance their elementary knowledge of modern spoken and written Mandarin Chinese through building vocabulary and enhancing communication in cultural context. The course exposes students to aspects of modern Chinese culture, by integrating language learning with the study of contemporary cultural forms. These may include Chinese reality TV shows, film, pop music, popular literature, and other forms of mass media. Prerequisite: CHIN 110 or permission of instructor. . (This course satisfies Humanities and Global Perspective.)  
cross listed: CHIN 112

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*ASIA 113: Beginning Japanese II*

An introduction to the form of spoken Japanese along with Japanese customs and culture. Most of the fundamental structures are covered in Japanese 110 and 112, together with writing practice in the hiragana and the katakana syllabaries and some basic kanji. 112 is a continuation of 110. Lab work is an integral part of the sequence. Prerequisite: Japanese 110 or equivalent. (This course satisfies Humanities.)  
cross listed: JAPN 112

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*ASIA 114: Basic Spoken Chinese*

(Basic Spoken Chinese: An Introduction to Speaking and Listening for Beginners.). Basic Spoken Chinese is a beginning-level course in oral proficiency that employs a new method designed to have students quickly

speaking and comprehending Mandarin Chinese. This course introduces Mandarin Chinese pronunciation, the pinyin transcription system, and modern colloquial Chinese. The emphasis is only on oral proficiency. Learning the Chinese writing system is not required in this course. This course is designed for students who seek to advance rapidly in spoken Chinese. It is designed to prepare students for study abroad or to enhance their interest in China. CHIN 113 may not be taken concurrently or subsequently to CHIN110 or CHIN112. CHIN 210 may be taken after CHIN 113. No prerequisites. (This course satisfies Humanities and Speaking Intensive.)  
cross listed: CHIN 113

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*ASIA 160: Introduction to Asian Religions*

This course examines religious identities and practices in various regional contexts of Asia, including those described as Hindu, Buddhist, Jain, Sikh, Confucianist, and Islamic. Students learn about complex interrelations of these traditions within a wider global context and examine their modern expressions. Students read scriptural texts and analyze the diversity of their interpretations while participating in historical role-playing games, which use an innovative methodology called Reacting to the Past. Students research and articulate opinions of historical characters, while learning to express themselves with clarity, precision, and force. No prerequisites. (This course satisfies Global Perspective and Speaking Intensive.)  
cross listed: RELG 160

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*ASIA 185: Film and Religion*

Viewing films as meaningful texts, this course examines the perspectives offered by Asian and American filmmakers on such religious questions as: What does it mean to be human? How does death inform the living of life? How do values shape relationships? What is community and how is it created? What is ethical behavior? The range of films explored here function as vehicles for entering religious worldviews, communicating societal values, and probing different responses to the question of how to live a meaningful

life. No prerequisites. (This course satisfies Humanities and Global Perspective.)

cross listed: RELG 185, CINE 185

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*ASIA 200: Origins of East Asia*

Introduction to the great civilizations of China and Japan, with emphasis on development of their fundamental characteristics. Highlights both shared traditions and significant differences between the two countries. (This course satisfies Humanities and Global Perspective.)

cross listed: HIST 212

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*ASIA 201: Modern East Asia*

Study of China, Japan, and Korea as each moved toward modern nationhood over the last 200 years. Attention to the difficulties each has confronted, including Japan's vision of empire shattered by World War II, China's civil war, and Korea's transformation through foreign interventions. (This course satisfies Humanities and Global Perspective.)

cross listed: HIST 213, IREL 234

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*ASIA 204: Japanese Animism, Anime and Manga*

This course addresses questions concerning 'animism,' with a special focus on Japan. We explore elements of religion through the lens of folklore, mythology, legends, ethnographies, and other works of fiction and non-fiction. By always remembering to situate Japan (and our inquiries) vis-à-vis larger disciplinary concerns, we are mindful of both the specificities and the generalities associated with 'Japanese religion.' Throughout the course, students are introduced to several seminal texts in the field of religion as well as Japanese studies; students are asked to consider the socio-historical

context when analyzing ways in which local customs, Shintoism, and other 'imported' thoughts (Buddhism, for instance) coalesce into a current configuration of religious sensibility in Japan. In so doing, students learn to parse what inspires contemporary popular socio-cultural tropes, motifs of the gods/spirits in need of appeasement, and/or perennial human struggles to strike a balance between ecological preservation and industrial progress. (All the readings will be in English. No prior knowledge of Japanese language or culture necessary.) (This course satisfies Humanities and Global Perspective.)  
cross listed: RELG 204

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*ASIA 206: Chinese Art and Culture*

This course examines the history of Chinese art from the Bronze Age to the present with emphasis on the major art forms and their relationship to contemporary social, political, and religious development. (This course satisfies Global Perspective.)  
cross listed: ARTH 206

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*ASIA 207: Politics of India*

This course introduces students to Indian politics, with special emphasis on the 1948 independence to contemporary times. Nation building, political leadership, and the Indian nation-state as an ensemble of diversities and pluralities within a democratic framework are key frameworks. Relevant topics include India's political parties and alliances, economic development, ethnic and caste politics, secularism, and India's role on the global stage. No prerequisites. (This course satisfies Social Science and Global Perspective.)  
cross listed: POLS 211

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*ASIA 208: India and the Writer's Eye*

India is the world's largest democracy and has more English-speakers than any other country in the world except the United States. It should not be surprising, then, that Indian authors have produced a wealth of novels, short stories, and poems written in English and concerned with issues of identity, nation, and history. In this course, we read English-language work by authors such as Rabindranath Tagore, R.K. Narayan, Salman Rushdie, Arundati Roy, and Amitav Ghosh; learn about the major historical and political events described in these works: the Opium Wars, Swadeshi, Independence, Partition, "the Emergency," the Naxalite movement; and read postcolonial theory to better understand and interpret these works. Students are encouraged to explore relevant cultural, political, and aesthetic issues through research or creative projects of their own. (This course satisfies Humanities and Global Perspective.)

cross listed: ENGL 208

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*ASIA 209: The Post-Communist World*

This course familiarizes students with the politics of communist and post-communist states focusing on Russia, Eastern Europe, Central Asia, and China, although other regions also are routinely included in the discussion. We begin with an overview of the origins and development of communism in the Soviet Union, Eastern Europe, and China. Then we examine and analyze the profound political, economic, and social changes in the former communist societies. Specifically, we explore economic transition from planned to market economy, democratization and persistence of authoritarianism, as well as nationalism and conflict. After taking the course, students are expected to understand the emergence and collapse of communism and political dynamics of post-communist transition, as well as to be able to identify key challenges facing post-communist states and critically evaluate their prospects for democratization. No pre-requisites. (This course satisfies Social Science and Global Perspective.)

cross listed: POLS 209, IREL 252

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*ASIA 210: Intermediate Chinese*

This course will continue the fundamentals of Chinese conversation begun in the first-year series, Chinese 110 and 112, and continue work on reading and writing the language. Extensive oral practice and conversation exercises are stressed. Classes will be supplemented with laboratory exercises and written work. Prerequisite: CHIN 112 or equivalent. (This course satisfies Humanities and Global Perspective.)  
cross listed: CHIN 210

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*ASIA 211: Interm Japanese in Cultural Context*

(Intermediate Japanese in Cultural Context.) This course continues the fundamentals of Japanese conversation begun in the first-year series, Japanese 110 and 112, and continues work on reading and writing the language. Extensive oral practice and conversation exercises are stressed. Classes are supplemented with audio materials and exercises and daily written work using hiragana, katakana, and kanji. This course also familiarizes students with Japanese society, customs, and culture. Students will make a researched presentation concerning a specific topic of interest related to Japanese culture, customs, society, politics, or the economy. Prerequisite: Japanese 112 or consent of instructor. (This course satisfies Humanities and Global Perspective.)  
cross listed: JAPN 210

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*ASIA 212: Advanced Intermediate Chinese*

This is the second course in intermediate Chinese. It focuses on further developments of the four language skills to support sustained oral and written performance at the intermediate level to prepare students for third year Chinese study. The focus will be on oral expression with expanding vocabulary, enhancing understanding of grammar, and introducing more complex structures and texts. Prerequisite: CHIN 210 or equivalent. (This



course satisfies Humanities and Global Perspective.)  
cross listed: CHIN 212

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*ASIA 213: Global Islam*

This course explores the origin and development of the Islamic religious tradition, along with varying interpretations of Islamic law and prominent issues facing contemporary Muslims around the world. Participants in the course read classical and contemporary literature as windows into Muslim life in different cultures and historical periods, and view Islamic art and architecture as visual texts. To learn about the rich diversity within Islam, students can work with texts, rituals, poetry, music, and film from a range of cultures within the Muslim world, from the Middle East, Africa, and Asia to Europe and North America. (This course satisfies Humanities and Global Perspective.)

cross listed: RELG 213

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*ASIA 214: Avatars, Goddesses, and Demons*

In this course, we combine historical, literary, and ethnographical approaches to study various aspects of Hindu traditions. From the quest for liberation and the self in the Upanishads and the Bhagavad Gita to stories of gods, goddesses, and demons in the Puranas; from the practice of meditation techniques and observation of rituals that engage the senses to the world of contemporary ethnographical accounts, in this course we engage in a joyful, imaginative, yet nuanced and critical exploration of religious life of Hindus in South Asia and the North American diaspora. This course includes a significant experiential component. Students meet Hindu practitioners from the greater Chicago area and practice meditation, learning specific techniques that they can take with them beyond the classroom. No prerequisites. (This course satisfies Humanities and Global Perspective.)

cross listed: RELG 214

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*ASIA 215: Buddhist Paths to Nirvana*

In this course, we delve into ways in which Buddhist philosophers, monks, nuns, and the lay community respond to what they see as the core problem of human existence: suffering. From its origins in India to the spread of Buddhism throughout Asia and, now, the global diaspora, we study contemporary and historical Buddhist traditions and movements, including Theravada, Mahayana, Tantric (esoteric) Buddhism, Dr. Ambedkar's Navayana, and engaged Buddhism, which applies long-standing Buddhist values to the social, political, economic, and ecological problems of today. We turn to the writing of some of the world's greatest spiritual leaders, such as Dalai Lama and Thich Nhat Hanh, who offer practical advice on everyday challenges of being human. This course includes a significant experiential component. Students meet Buddhist practitioners from the greater Chicago area and practice meditation, learning specific techniques that they can take with them beyond the classroom. No prerequisites. (This course satisfies Humanities and Global Perspective.)

cross listed: RELG 215

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*ASIA 216: Chinese Religions*

Focusing primarily on the teachings of the Confucian (and neo-Confucian), Daoist, and early Chinese Buddhist traditions, we will explore the concepts and practices of these communities within their historical, cultural, and social contexts. Reading narrative, poetic, and classical texts in translation that present such ideas as the ethics of human-heartedness, the relativity of all things, and the importance of self-sacrifice, we will discuss what teachings these masterful texts offer 21st century questioners. (This course satisfies Humanities and Global Perspective.)

cross listed: RELG 216, IREL 266

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*ASIA 217: Religions of Asia*

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*ASIA 218: Buddhism and Social Activism*

This course examines various Buddhist theories and practices intended to improve societies. Considering classic Buddhist texts and ethical teachings alongside case studies from the modern world, students research Buddhist understandings of the origins of social ills and their possible treatments. Topics include models of just governance, resistance to discrimination based on race, caste or religion, participation in anti-war and anti-colonial movements, the ethical treatment of prisoners, the uplift of impoverished communities, temperance movements, and environmental conservation and sustainability. Examples are drawn from around the Buddhist world, including Burma, India, Japan, Sri Lanka, Thailand, Tibet, Vietnam, and the United States. No prerequisites. (This course satisfies Speaking Intensive.)  
cross listed: RELG 218

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*ASIA 219: Adv Interm Japanese, Cultural Cont*

(Advanced Intermediate Japanese in Cultural Context.) This course continues the fundamentals of Japanese language began in Japanese 110, 112, and 210. Extensive practice in oral expression and increasingly stronger emphasis on reading and writing using hiragana, katakana, and kanji are stressed. Reading and speaking are supplemented with an extensive use of audio materials and exercises. There are daily assignments and occasional presentations. This course also familiarizes students with Japanese society, customs and culture. Students will make a researched presentation concerning a specific topic of interest related to Japanese culture, customs, society, politics, or the economy. Prerequisite: Japanese 210 or consent of the instructor. (This course satisfies Humanities and Global Perspective.)  
cross listed: JAPN 212

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*ASIA 220: Islam and Pop Culture*

In recent decades the global Islamic revival has produced a new generation of Muslim film stars and fashion models, Sufi self-help gurus, Muslim comic book heroes, romance novel writers, calligraphy artists, and even Barbie dolls. This course explores the pop sensations, market niches, and even celebrity scandals of 'Popular Islam' within the broader context of religious identity, experience, and authority in Islamic traditions. Balancing textual depth with geographic breadth, the course includes several case studies: Egypt, Indonesia, Iran, Mali, Turkey, and North America. Students will learn about how religious trends are created -- and debated -- on pop culture's public stage. We will reflect critically on both primary materials and inter-disciplinary scholarly writings about the relationships between pop culture, religious identities, devotional practices, and political projects. No pre-requisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: RELG 220, ISLM 220, IREL 260

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*ASIA 221: China and the World*

How has the dramatic rise of China reshaped global politics? How has Chinese foreign policy changed since the establishment of the People's Republic of China (PRC)? This course examines China's evolving understanding of its relationship with the international system and the domestic and global factors that drive Chinese foreign policy. We explore China's growing influence in addressing global governance challenges, such as climate change; China's participation in major international institutions; and China's key bilateral relationships with entities like the United States, Russia, ASEAN, and India. (This course satisfies Social Science and Global Perspective.)  
cross listed: POLS 215, IREL 255

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*ASIA 224: Literature of the Vietnam War*

This course examines the Vietnam War as refracted through various literary genres. The readings for the course include Graham Greene's *The Quiet American*, Tim O'Brien's *The Things They Carried*, and Truong Nhu Tang's *Vietcong Memoir*. (This course satisfies Humanities and Global Perspective.)  
cross listed: ENGL 224, AMER 224

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*ASIA 226: Religion and Gender in South Asia*

This course examines representations of gender, divinity, and power in South Asia. Delving into epics, hymns, women's songs, animated films, scholarly articles, and observation of contemporary religious practices, we ask whether stories of Hindu goddesses empower women or serve the interests of a patriarchal culture. Through a variety of approaches, we investigate how women and men experience, negotiate, and subvert constructions of gender, femininity, and masculinity. The course culminates in a role-playing game, which uses an innovative methodology called *Reacting to the Past* to delve into legislation on Sati (ritual widow-burning) in colonial India. Students research and articulate opinions of historical characters, while learning to express themselves with clarity, precision, and force and developing their public speaking skills. No prerequisites. (This course satisfies Global Perspective and Speaking Intensive.)  
cross listed: RELG 226, GSWS 226

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*ASIA 230: East Asian Lit in Translation*

(East Asian Literature in Translation taught in English). This course is an introduction to traditional East Asian literature with the primary focus on China, Japan and Korea. It will concentrate on several themes, topics, authors and representative works of traditional Chinese, Japanese and Korean literature; emphasis on critical reading. This course will provide the students an opportunity to enjoy the most well known poems, novels and short stories produced by the prominent authors of the genres. No prerequisites. (This

course satisfies Humanities and Global Perspective.)  
cross listed: CHIN 230, LCTR 230

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*ASIA 232: Chinese Cinema in English*

This course provides a historical, critical, and theoretical survey of Chinese cinema, broadly defined to include films from Mainland China, Hong Kong, and Taiwan. We will look at the specific political, social, economic, technological and aesthetic factors that have influenced the shape and character of Chinese cinema over the last century. We will discuss a range of works by internationally directors, including Zhang Yimou, Feng Xiaogang, Stephen Chow, Ang Lee, etc. As this course serves as a general introduction to Chinese film, it is intended for students who have little or no knowledge of China. All films screened for the course have English subtitles, so no knowledge of the Chinese language is required. . (This course satisfies Humanities and Global Perspective.)  
cross listed: CHIN 232, CINE 232, LCTR 232

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*ASIA 251: Intro to Chinese Literature in Engl*

(Introduction to Chinese Literature in English) This course will introduce students to Chinese literature through representative works of philosophy, poetry, folklore and modern short stories. The goal of this course is twofold: to grant students glimpses into the rich repertoire of Chinese literature and hence insights into the fundamental humanistic traditions of China; and to develop a set of skills of literary analysis. No knowledge of Chinese language or prior coursework on Chinese culture is required. Taught in English. (This course satisfies Humanities and Global Perspective.)  
cross listed: CHIN 251, LCTR 251

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*ASIA 252: Chinese Literature and Civilization*

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*ASIA 253: Philosophy of Self: East and West*

The course will examine how great thinkers from East and West, ancient and modern times, have tackled the relation between reason, passion, and desire. We will study Plato's tripartite model of the soul, the Stoic monism, especially Chrysippus' theory of desire, and various Eastern concepts such as self-overcoming, unselfing, and self-forgetting. We will also include some basic readings from the scientific discussions on mirror neurons and Antonio Damasio's writings on self and emotion. No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: PHIL 253, IREL 283

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*ASIA 255: 21st Century Islam*

The 1.5 billion Muslims around the world represent an immense diversity of languages, ethnicities, cultures, contexts and perspectives. This course focuses on 21st century issues faced by Muslims living in different cultures. Contemporary social issues are examined in light of different interpretations of Islamic practice, global communication and social networks, elements of popular culture, and the interface between religion and government. Biographies, short stories, contemporary journalism, and films that explore life in Muslim and non-Muslim countries present a nuanced portrait of contemporary Islam. (This course satisfies Humanities and Global Perspective.)  
cross listed: RELG 255, ISLM 255, IREL 268

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*ASIA 260: Intro to Chinese Culture in English*

This course will explore elements of Contemporary Chinese culture and themes related to living, studying or working in China, as seen in films, videos, internet sources, and selected fiction and non-fiction texts. Topics covered include China's diverse geography, peoples and cuisine, doing business in China, the societal role of Chinese medicine, festivals and weddings, interpreting folk and contemporary art forms, current trends and themes in popular culture. This course will be taught in English. No prerequisite. (This course satisfies Humanities and Global Perspective.)  
cross listed: CHIN 260, LCTR 260

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*ASIA 270: Chinese Values, Medicine and Health*

(Traditional Chinese Values, Medicine and Health in English.) Taught in English. As the U.S. grows more diverse, issues of culture and cultural competence have become more important to health care students. Traditional Chinese philosophies and religions strongly influence the Chinese way of living and thinking about health and health care. This course is an introduction to the basic beliefs, values, philosophies, and religions of the Chinese people. It explores how Confucius, Daoism, and Buddhism influence Chinese people's concept of health, especially mental health. This course also provides an overview of the basic traditional Chinese medicine theories, herbal treatments, and Chinese food therapy. It discusses how the Chinese medical tradition merged with the western medical tradition and the role and value of traditional Chinese medicine in the current Chinese health care system. This course is intended for students considering Pre-Health or the Health Professions Program (HPP), or for any students interested in learning about Chinese traditional values. No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: CHIN 270

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*ASIA 273: Global Engagement Contemp China I*

Focused on contemporary China, this course provides an introduction to Chinese culture, history, politics, and society. Using lecture, readings, discussions, and field trips, the class creates an opportunity for students to engage contemporary issues facing Chinese culture and society.

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*ASIA 274: 21st Century China*

An interdisciplinary class based on individual research and experiential learning in China, this course consists of 8 on-campus orientation sessions, individual pre-travel research, and participation in Asia-related events during the spring semester. The primary focus of the class is a 21-day May study tour in China, followed by post-travel research projects due in June.

Prerequisites: one Asian Studies class or 1 year of an Asian language; and approval for off-campus study. Open to sophomores and juniors. Applicants for early decision (spring) must submit all Stage I and II forms to the Office of Off-Campus Programs, and completed applications and references for the May China Program to the Dean of Faculty Office by May 1. If openings remain unfilled, a second round of applications will be accepted in the fall. Fall Stage I and II forms must be submitted to the Office of Off-Campus Programs, and May China Program applications to the Dean of Faculty Office by October 15.

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*ASIA 279: Hinduism and Narrative*

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*ASIA 280: Architecture in East Asia*

This course explores a diverse body of architecture in China and Japan from ancient to contemporary times. We will investigate the major architectural types in traditional East Asia - including cities, temples, palaces, gardens, and houses - as well as individual monuments like Japan's Himeji Castle and the 'Bird's Nest' Olympic stadium in Beijing. In addition to examining the architectural history of these sites, we will discuss thematic issues related to design, space, landscape, ritual, memory, and modernity. No prerequisites. (This course satisfies Global Perspective.)  
cross listed: ARTH 280

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*ASIA 282: Visions of Family*

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*ASIA 283: Modern China*

Relying as much as possible on Chinese texts (in translation), this course will examine such topics as China's response to Western imperialism in the nineteenth century; the 1911 Revolution; the May Fourth Movement; the birth of the People's Republic of China; the Cultural Revolution; and the Democracy Movement of the 1980s. (This course satisfies Humanities and Global Perspective.)  
cross listed: HIST 260, IREL 230

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*ASIA 286: Modern Japan*

From the founding of the last shogunate, the Tokugawa, in 1603 to its present status as an economic giant among the nations of the Pacific. Attention to the achievements as well as the undeniable sufferings and costs incurred during

Japan's drive toward great power. (This course satisfies Humanities and Global Perspective.)  
cross listed: HIST 262

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*ASIA 305: South Asian Philosophy*

This course is an in-depth study of a particular topic or tradition within South Asian philosophy. Possible topics include South Asian Buddhist Philosophy, Buddhist Epistemology, and Self or No-Self in South Asia. Students study classical texts, secondary resources, and contemporary scholarship integrating this body of work in ongoing discussions about ethics, cognition, and metaphysics. Prerequisites: Either two philosophy courses, or one philosophy course and one Asian area course. (PHIL 114 recommended before taking this course.) (This course satisfies Global Perspective.)  
cross listed: PHIL 305, IREL 385

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*ASIA 306: Buddhist Arts of Asia*

In the early centuries CE, Buddhism spread eastward from its origins in India to China, Korea, and Japan. It brought with it a rich religious tradition that altered forever the visual arts of these regions. Students in this course will explore the painting, sculpture, and monuments of the East Asian Buddhist world from ancient times to the twentieth century, paying particular attention to issues of patronage, ritual, iconography, symbolism, and style in order to better understand the complex relationships between religion and art. No prerequisites. (This course satisfies Global Perspective.)  
cross listed: ARTH 306

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*ASIA 307: Topics: China's Cultural Revolution*

(Topics in East Asian History). Fall 2023 Topic: China's Cultural Revolution. The Great Proletarian Cultural Revolution, broke out more than forty years ago (1966-1976), has been recognized as the darkest era in the history of the People's Republic of China. A comprehensive mass movement initiated by Mao Zedong to eliminate the so-called 'counterrevolutionary elements' in the country's institutions and leadership, the revolution was characterized by nationwide chaos, ultra-leftist frenzy, political zealotry, purges of intellectuals, extreme social turmoil, and ultimate economic collapse. This course intends to reconstruct the history of the Cultural Revolution by revealing the causes of the calamity and prevent human disaster from repeating itself in the future. Prerequisite: One course in Asian history or permission of the instructor. (This course satisfies Global Perspective.)

cross listed: HIST 340

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*ASIA 309: Problems Modern Chinese Hist: Film*

(Problems in Modern Chinese History: Film) What are the enduring problems of modern China? How have different Chinese governments confronted them? We will study twentieth-century transformations in Chinese society, politics, and culture on the mainland and Taiwan in the light of modern Chinese and international history through film and discussion of the major issues addressed by Western scholarship. Basic topics to be covered include Sino-Western relations; tradition and modernization; peasant rebellions; revolution and reforms; religion; culture and society; modern science; and intellectuals and the state. . (This course satisfies Global Perspective.)

cross listed: HIST 342

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*ASIA 310: East-West Seminar*

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*ASIA 312: Chinese Oral & Written Proficiency*

This course is a continuation of Chinese 212. The focus will be on oral and written expression in cultural context, expanding vocabulary and enhancing understanding of Chinese grammar. Chinese idiomatic expressions and various aspects of Chinese culture will also be explored throughout the course. Prerequisite: CHIN 212 or equivalent. (This course satisfies Global Perspective and Speaking Intensive.)  
cross listed: CHIN 312

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*ASIA 313: Chinese for Busn, Law, & Int'l Rel*

(Chinese for Business, Law, and International Relations). The course grounds students in real-world applications of political, economic, business/marketing, and law/public policy concepts and terminology within the context of the Chinese language. The goal of this course is to develop students' Chinese language proficiency in communicative political, business, and law contexts while being aware of Chinese socio-cultural dynamics. It includes a concurrent emphasis on business terminology, conducting business negotiations, comprehension of business and law-oriented publications such as newspapers and magazines, active engagement in discussions on current events, and the analysis of prevailing economic and legal trends in contemporary China. Particularly recommended for students who are thinking of careers in economics, business, politics, law, and international relations. Prerequisite: CHIN 212 or equivalent. (This course satisfies Global Perspective and Speaking Intensive.)  
cross listed: CHIN 313

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*ASIA 314: Hindu Pilgrimage: India and Chicago*

The course explores the ritual practice of pilgrimage at major pilgrimage sites in India, and at parallel temples in the Chicago area. Using extensive field visits and the framework of pilgrimage as the structure of the course, the class prepares for and visits 5-6 Hindu temples in the Chicago area to observe rituals being performed, speak with practitioners, and experience festival worship. Through reading and film, we examine the history, literature, ritual traditions, art, and music of Hindu pilgrims. Following specific pilgrimage routes, we explore this religious practice as it is conducted within 21st century cultures of expanding global communities, in India and in Chicago. The class will use primary source texts, maps, field visits to temples, film, and research to understand Hindu religious communities in India and Chicago. Prerequisite: Religion 214 or permission of instructor.

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*ASIA 315: Japonisme/Occidentalism*

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*ASIA 316: Walking to Heaven: Pilgrimage Asia*

Using a seminar format, this course will explore pilgrimage sites in a range of different Asian cultures including India, China, Japan, Korea, and Pakistan. Students will choose a specific pilgrimage site and religious tradition as the focus of their research. Through reading, film, discussion, research, and student presentations, we will examine the roles of pilgrims and traders, sacred place and sacred time, and the ritual elements present in Asian pilgrimage practices across different religious traditions including Islam, Hinduism, Buddhism, and Christianity. Prerequisite: Religion 213, 214, 215 or 216 or permission of instructor.

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*ASIA 320: Topics in Relg: Tantric Goddesses*

(A Garland of Tantric Goddesses: Tales of the Feminine Divine) This seminar examines in depth one particular subject area in religious studies. Topics vary from year to year. A Garland of Tantric Goddesses: Tales of the Feminine Divine in South Asia uses a seminar format to examine goddess worship in Hindu and other Tantric (esoteric) traditions. We learn about the diversity of Hindu goddesses' mythology by studying captivating and largely overlooked stories from different regions. Delving into goddess narratives in translation, we read a range of sources from ancient folk tales to modern lore. We also dive deeper into a scholarly case study of Tripurasundari (the Beauty of Three Cities), as we examine how the worship of this goddess was developed and reimagined in the early second millennium. Students work extensively with primary sources in translation as well as works of modern scholarship on tradition formation. (This course satisfies Global Perspective.)  
cross listed: RELG 320

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*ASIA 330: World Performance*

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*ASIA 420: China, Japan and the West*

This seminar situates the long history of China, Japan and the West in a world historical context, examining the multiple interactions between China and its partners and adversaries in the past. We will touch on sweeping themes, such as the traditional Chinese tribute system, the formation of empire and efforts to create modern nation-states in China and Japan, industrialization and capitalism, Western imperialism, and cultural interchange between China and Japan and the West, through specific historical topics, using primary sources where possible. The goal of this course is to encourage students who are interested in History to develop their capacity to use analytical skills in historical research. (This course satisfies Global Perspective.)  
cross listed: HIST 420

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*ASIA 489: Globalization and Its Impact*

Examines the impact of globalization on rich countries (the United States) and poor countries (Mexico, India, and China). An examination of free trade agreements will cast light on the political motives behind these agreements as well as the economic projections made. The economic impact of the creation of free trade zones is explored using both microeconomics and macroeconomics. Statistical evidence will document whether globalization has caused growth in GDP, employment, and income in poor countries. The responsibility of multinational companies in creating sweatshops, worker exploitation, and cultural disintegration are discussed in light of U.S. businesses located in Mexico, India, and China. Prerequisites: Economics 110, 180, 210, and 220.

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*ASIA 493: Research Project*

Independent research plus regular discussions of that research in meetings of students and faculty. (Students registering for a research project over two semesters would register for regular research project credit in the semester without the colloquium.) Open to senior majors and others with permission of the chair. (This course satisfies Experiential Learning.)

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*ASIA 494: Senior Thesis*

Senior thesis project plus regular discussion of that research in meetings of students and faculty. (Students writing a thesis over two semesters would register for regular thesis credit in the semester without the colloquium.) Open to senior majors.



# Biochemistry and Molecular Biology

## Faculty

*Jason Cody*

Professor of Chemistry  
Co-Chair of Biochemistry and Molecular Biology

*Karen Kirk*

Professor of Biology  
Co-Chair of Biochemistry and Molecular Biology

*William Conrad*

Assistant Professor of Chemistry

*Shubhik DebBurman*

Disque D. and Carol Gram Deane Professor of Biological Sciences

*Ann Maine*

Assistant Professor of Biology

*Erica Schultz*

Associate Professor of Chemistry

Major in Biochemistry and Molecular Biology

To graduate with a major in Biochemistry and Molecular Biology (BMB), a grade of C- or better is required for all courses counted toward the major. In addition, students must earn a C average (GPA 2.0) across all courses counted towards the major.

Although strongly discouraged, a course grade of “Pass” will be allowed for a maximum of one 100-level course counted towards the major. The original grade earned must be a C- or better.

*Fundamental Courses*

CHEM 115 and 116: Introductory Chemistry I and II

BIOL 120: Organismal Biology

BIOL 221: Molecules, Genes, and Cells

CHEM 220 and 221: Organic Chemistry I and II

*Biochemistry and Molecular Biology (BMB) Core Courses*

BMB 300: Biochemistry

BMB 322: Molecular Biology

*Physical Chemistry*

CHEM 320: Physical Chem I OR CHEM 321: Physical Chem II

*Two Elective Courses*

Complete either two courses from List A, or one from List A and one from List B.

List A

BIOL 209: Human Physiology

BIOL 210: Microbiology

BIOL 323: Microbiology

BIOL 324: Advanced Cell Biology

BIOL 325: Frontiers in Cell Biology and Disease

BIOL 326: Immunology

BIOL 340: Animal Physiology

BIOL 342: Developmental Biology

BIOL 346: Neuroscience: Neuron to Brain

BIOL 351: Personal Genetics

BIOL 352: From Genotype to Phenotype

BIOL 362: Mechanisms of Brain Dysfunction

BIOL 365: The Neuroscience of Sleep

BIOL 372: Pharmacology: Drug, Brain, Behavior

BIOL 389: Evolution

NEUR 387: Experimental Investigations in Neurodegeneration

List B

CHEM 320 or 321: Physical Chemistry I or II (not taken as part of chemistry courses above)

CHEM 340: Inorganic Chemistry

CHEM 410: Instrumental Analysis

CHEM 430: Advanced Organic

At least two of the five 300-level courses must be taken at Lake Forest College.

*Four Courses Taken Outside Chemistry and Biology*

PHYS 110 and 111: Introductory Physics OR PHYS 120 and 121: General Physics

MATH 110 and 111: Calculus I and II

*One Capstone*

BMB 493: Research Project, BMB 494: Senior Thesis, OR BMB 4xx: Senior Seminar

*A double major in Chemistry and BMB or a minor in Chemistry and major in BMB is not possible. A double major in Biology and BMB, although possible, would be prohibited. There is no minor in BMB.*

## **Learning Outcomes**

The expected Student Learning Outcomes for the Biochemistry and Molecular Biology Department are:

1. The biochemistry and molecular biology major will be able to use instrumentation in the design, execution, and critical interpretation of experiments.
2. The biochemistry and molecular biology major will be able to work responsibly, collaboratively, and ethically on teams in the development of scientific communities.
3. The biochemistry and molecular biology major will understand appropriate concepts, laboratory techniques, and quantitative analyses to solve current day problems in areas such as drug design, medicine, agriculture, biotechnology or other related scientific areas.
4. The biochemistry and molecular biology major will demonstrate proficiency in concepts, manipulations, and calculations in biochemistry and molecular biology.
5. The biochemistry and molecular biology major will be able to interpret primary research articles, identify gaps in current knowledge, and formulate both testable hypotheses and concrete future goals in areas that bridge chemistry and biology and communicate qualitative and quantitative ideas in spoken or written form.

## Biochemistry and Molecular Biology Courses

### *BMB 300: Biochemistry*

Introduction to biochemistry at the cellular and chemical levels. Emphasis on protein structure and function, enzymes, bioenergetics, intermediary metabolism, carbohydrates, and other biological molecules. Three class meetings, one laboratory per week. Prerequisite: BIOL 120 and a C- or better in CHEM 221. Transferred CHEM221 will require a placement exam or permission of the instructor. Students must also register for a lab.  
cross listed: CHEM 300

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### *BMB 320: Physical Chemistry I*

Quantum mechanics and the nature of the chemical bond. Emphasis on understanding atomic orbitals, atomic and molecular energy, and the chemical bond. Applications of molecular quantum mechanics; spectroscopy and computational chemistry. Laboratory focuses on experiments that led to the development of quantum mechanics, molecular modeling, and spectroscopy. Three class meetings, one laboratory per week. Prerequisites: CHEM 221, MATH 111 or MATH 116; prerequisite or corequisite: PHYS 110 or PHYS 120. Students must also register for a lab. (This course satisfies Technology Intensive.)  
cross listed: CHEM 320

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### *BMB 321: Physical Chemistry II*

The course explores the energy, dynamic behavior, and properties of large groups of molecules. Content includes the behavior of non-ideal gases, the kinetic theory of gases, thermodynamics, chemical kinetics, and reaction-rate theory. The laboratory focuses on kinetics and thermodynamics with a culminating independent project-based experience. Prerequisite: CHEM 221 and MATH 111 or MATH 116. Prerequisite or corequisite: PHYS 111 or PHYS

121. (This course satisfies Experiential Learning and Technology Intensive.)  
cross listed: CHEM 321

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*BMB 322: Molecular Biology*

Molecular biology is the theory that biological phenomena have molecular explanations. Communicating molecular biology results is critical for health professionals and researchers who will need to interpret and communicate the results of molecular tests and discover molecular mechanisms. This course focuses on student abilities to communicate results to answer five biological questions: "what is the evidence DNA is the genetic material?", "How does genetic information become a trait?", "How are DNA, RNA, and protein measured?", "How are genes regulated?", and "How is the genome maintained?" In lab, students will conduct a course-based undergraduate research experience to study the effect of an anti-cancer drug on the DNA of colorectal cancer cells. The lab report connects the lecture and lab as the final. Three lecture and four laboratory hours per week. Prerequisites: Chem 116 and Biol 221.

cross listed: BIOL 322, NEUR 322

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*BMB 323: Microbiology*

This course focuses on the biology of single-celled organisms, with emphasis on bacteria and infectious disease. Topics include antibiotic mechanisms and resistance, bacterial gene swapping, epidemiology, host-microbe interactions, and the immune response. Several weeks of independent study allow students to isolate, research, and identify three bacterial species. Three lecture and four laboratory hours per week. This course fulfills the prerequisite for microbiology in the health professions. Prerequisites: BIOL 221, and either BIOL 220 or Junior status. Students must also register for a lab.

cross listed: BIOL 323

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*BMB 324: Advanced Cell Biology*

The structure and function of the cell and its organelles, with emphasis on membrane-related processes including transport, energetics, cell-to-cell signaling, and nerve and muscle cell function. Research reports will include extensive library and Internet exploration and analysis. Three lecture and four laboratory hours per week. Prerequisites: Biol 221, and either Biol 220 or Junior status.

cross listed: BIOL 324, NEUR 324

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*BMB 325: Topics in Disease and Cell Biology*

This course examines the structure and function of the cell and its organelles, and how these relate to disease, with emphasis on the extracellular matrix, membrane-related processes including transport, cell-to-cell signaling, protein processing, and post-transcriptional regulation. Current techniques are explored in the context of primary research literature. Research reports include extensive library and Internet exploration and analysis. Three lecture hours per week. Prerequisites: Biol 221, and either Biol 220 or Junior status. Not open to students who have taken BIOL 324.

cross listed: BIOL 325, NEUR 327

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*BMB 326: Immunology*

This course introduces students to the major players of innate and adaptive immunity at the cellular and molecular levels. Topics include immune receptors and signal transduction, cell migration, development of lymphocyte subsets, humoral and cellular immunity, and immunological disorders. Students are expected to develop a semester-long research project that will tackle one of the current challenges that affect the human immune response. Three lecture hours per week. Prerequisites: Biol 221, and either Biol 220 or Junior status.

cross listed: BIOL 326, NEUR 326

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*BMB 340: Animal Physiology*

This course focuses on mechanisms of homeostasis in vertebrates and invertebrates. A particular emphasis is placed on examining specific adaptations (functional, morphological, and behavioral) to different environmental conditions, as well as problems associated with physical size. Topics include integration and response to stimuli, gas exchange, circulation, movement, buoyancy, metabolism, thermal regulation, osmoregulation, and excretion. Three lecture and four laboratory hours per week. This course fulfills the pre-requisite for physiology in the health professions. Prerequisites: BIOL 221 and BIOL 220 or permission of the instructor.  
cross listed: BIOL 340, NEUR 340

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*BMB 342: Developmental Biology*

Analysis of the genetic, molecular, cellular, and structural changes that occur between fertilization and the development of the adult form. This course examines many concepts including establishment of cell fates, stem cells, morphogenesis, and sex determination. Students also analyze key experiments and methods through primary literature that have provided an understanding of development. The laboratory demonstrates important developmental principles, allowing students to engage in projects of their own design to examine environmental and genetic contributions to development through the use of invertebrate organisms. Three discussion and four laboratory hours per week. Prerequisites: BIOL 221, and either BIOL 220 or Junior status. Students must also register for a lab. (Cross listed as BIOL 342 and NEUR 342)  
cross listed: BIOL 342, NEUR 342

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*BMB 346: Neuroscience: Neuron to Brain*

Neuroscience, the scientific study of the nervous system, is an inherently interdisciplinary field involving multiple levels of analysis. This course serves biology students, as an elective, and neuroscience students, as the first course in the two-part core neuroscience sequence. The course explores basic concepts in brain, mind, and behavior from a sub-organismal perspective. Current issues are examined within a broad integrative framework that begins with the cellular and molecular physiology of individual neurons. This lays the groundwork for the study of how molecules control the development of neuronal pathways and networks that underlie sensory, integrative, and motor systems. In addition, the course explores the molecular genetic basis of complex brain functions including learning, memory, affect, sleep, homeostasis, and ultimately, cognition. The accompanying laboratory provides students with hands-on experiences in the contemporary methods and experimental approaches of cellular and integrative neurophysiology. Three discussion and four laboratory hours per week. Prerequisites: BIOL 221, CHEM 116.  
cross listed: BIOL 346, NEUR 301

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*BMB 351: Personal Genetics*

The human genome comprises roughly 21,000 genes, each with its own variants and intricacies of function. A student chooses one gene in which they are personally interested (perhaps the gene causing celiac disease or breast cancer), researches and discusses the function of the gene with their peers, designs a way to clone the gene from their own cells (or from an anonymous donor), and obtains the DNA sequence of part of their gene. The project culminates in a grant proposal. The decision on which gene is studied is entirely student-driven. Other topics include the use of model organisms or cell cultures in the study of human disease, advanced mechanisms of gene editing like CRISPR-Cas9, or state of the art cancer treatments like CAR T-cell therapy. This course is a combination of four hours seminar and laboratory, and senior capstone experience will be earned with one 300-level course as prerequisite and advanced work. Prerequisites: BIOL 221, CHEM 116, and either BIOL 220 or Junior status.  
cross listed: BIOL 351, NEUR 351

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*BMB 352: From Genotype to Phenotype*

A study of the molecular basis for inheritance, particularly with respect to human traits and disorders. Topics include the structure, expression, and segregation of genes and chromosomes, the use of model organisms in the study of human disease, genetic engineering, gene therapy, and principles of genome science. The laboratory will apply current molecular techniques to an original course-based undergraduate research experience. Three lecture and four laboratory hours per week. Prerequisites: BIOL 221, and either BIOL 220 or Junior status.

cross listed: BIOL 352, NEUR 352

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*BMB 362: Mechanisms of Brain Dysfunction*

This course will examine the biochemical and molecular basis of both rare and common nervous system disorders that are at the frontiers of molecular medicine. Students will select from illnesses that disable processes as diverse as memory, language, cognition, sensation, movement, emotion, and homeostasis. A special emphasis will be placed on investigating the primary causes of dysfunction, such as the role of protein misfolding, genetics, and neurotransmitters. By discussing the latest primary literature students will gain current understanding of neurological and psychiatric illnesses, as well as insights into the techniques and methods used in this field. Students will seek to further new knowledge by authoring an original grant proposal. Finally, depending on the semester offered, students will serve as advanced peer mentors for first year students either enrolled in FIYS 106 or BIOL 130 courses. Prerequisites: Biol 221, and either Biol 220 or Junior status. Two 80-minute sessions per week. (This course satisfies Writing Intensive.)

cross listed: BIOL 362, NEUR 362

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*BMB 365: The Neuroscience of Sleep*

Why do we sleep? Despite the fact that we spend a third of our lives sleeping, neuroscience research has only just begun to answer this fundamental question. In this course, we delve into the fascinating field of brain-based research by investigating several sleep-related topics (e.g., sleep across species, the role of sleep in cognitive functions, sleep disorders, and dreaming). We explore these topics through the lens of contemporary neuroscientific work, so the majority of class time is dedicated to student-led presentations and discussions of primary research articles. Outside of class, students conduct independent research on a niche sleep-related topic, ultimately developing a thorough literature review and an original grant proposal. Prerequisites: BIOL 221 and PSYC 110 or permission of the instructor. (This course satisfies Natural Science.)  
cross listed: NEUR 365, BIOL 365, PSYC 365

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*BMB 372: Pharmacology: Drug, Brain, Behavior*

In this course, we will explore ideas and principles regarding neuronal communication and drug interactions that govern behavior. We will explore communication patterns of both electrical and chemical signaling, define complex dynamics of drug distributions and identify how these processes are influenced by individual genetics. This class will also investigate the interaction between neurotransmitters and drugs at specific neuronal receptors, which will be discussed from the perspective of agonism and antagonism. We will use these principles to guide our understanding of pharmaco-therapeutics that are focused on symptom targeting. Students will also have the opportunity to discuss clinical cases and participate in the development of strategic therapeutic approaches based on current research towards the treatment of psychiatric and neurological disorders. Prerequisites: PSYC110 and BIOL221 with a grade of at least C-, or permission of instructor.  
cross listed: BIOL 372, NEUR 372, PSYC 372

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*BMB 387: Investigations in Neurodegeneration*

(Experimental Investigations in Neurodegeneration) The molecular and cellular basis for neurodegenerative disease is an important topic in neuroscience. Understanding the mechanisms of protein and cellular dysfunction is essential to developing therapies for these devastating disorders. This course combines an introduction to the major neurodegenerative diseases with laboratory investigations that specifically focus on Alzheimer's disease (AD) mechanisms. In lecture, we examine the major principles that connect neurodegenerative diseases and those that differentiate them, followed by an in-depth analysis of our current understanding of the molecular and biochemical contributions of amyloid beta and tau proteins and microglial cells in AD. The laboratory component utilizes a mammalian cell culture-based model system widely used in AD research. Students design and carry out novel experiments focused on ways to manipulate the secretion of amyloid beta from these cells. The lab is intended to enhance student professional development through research. Three lecture and four laboratory hours per week. Prerequisite: BIOL 221 or permission of instructor (This course satisfies Experiential Learning.)  
cross listed: NEUR 387L, BIOL 387L

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*BMB 387: Investigations in Neurodegeneration*

(Experimental Investigations in Neurodegeneration) The molecular and cellular basis for neurodegenerative disease is an important topic in neuroscience. Understanding the mechanisms of protein and cellular dysfunction is essential to developing therapies for these devastating disorders. This course combines an introduction to the major neurodegenerative diseases with laboratory investigations that specifically focus on Alzheimer's disease (AD) mechanisms. In lecture, we examine the major principles that connect neurodegenerative diseases and those that differentiate them, followed by an in-depth analysis of our current understanding of the molecular and biochemical contributions of amyloid beta and tau proteins and microglial cells in AD. The laboratory component utilizes a mammalian cell culture-based model system widely used in AD research. Students design and carry out novel experiments focused on ways to manipulate the secretion of amyloid beta from these cells. The lab is intended

to enhance student professional development through research. Three lecture and four laboratory hours per week. Prerequisite: BIOL 221 or permissions of instructor

cross listed: NEUR 387

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*BMB 389: Evolution*

This course will focus on the mechanisms of evolutionary change, ranging from short-term microevolutionary processes within populations to the origins of new species. Topics will include evidence for evolution, short-term microevolutionary processes, natural selection, adaptation, phylogenetic reconstruction, divergence and speciation, 'evo-devo', and human evolution. Classroom sessions will consist of lectures, discussions, and student presentations. Three lecture and four laboratory hours per week (including Field Museum trips). Prerequisites: Biol 220, and either Biol 221 or Junior status.

cross listed: BIOL 389, NEUR 389

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*BMB 415: Sr Sem: Molecular Machines*

The ability to interpret protein and other biomolecular structural data is a key skill for anyone interested in molecular medicine, chemical biology, neuroscience, pharmacology, biology, evolution, and related fields. Recent technological advances in X-ray crystallography, cryo-electron microscopy, nuclear magnetic resonance imaging and machine learning have opened an abundance of new opportunities to solve how proteins and other biomolecules evolved to meet specific functions for living systems. After learning how protein structures are measured, students select recent protein structural discoveries relevant to their major or interests, present how those structures enable protein functions, depict protein structures, engage students in discussion, and propose new experiments based on new structural data. Prerequisite: Open to senior Biology, Biochemistry and Molecular Biology, and Neuroscience majors who have completed at least one 300-level course in the

major or by permission of the instructor. (This course satisfies Senior Studies.)  
cross listed: BIOL 415, NEUR 475

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*BMB 470: Sr Sem: Telomeres, Race, and Cancer*

(Senior Seminar: Telomeres, Race, and Cancer.) This course examines telomeres, the tips of chromosomes, which serve a variety of protective cellular functions. Shortened telomeres may lead to decreased lifespan. Telomere length reduction can also be observed in some racial groups, lower socioeconomic groups, and chronically stressed individuals. Conversely, telomeres in some aberrant cells can be lengthened by the enzyme telomerase, leading to cell immortalization and tumor formation. Telomerase is one of the hallmarks of cancer, showing elevated levels in about 90% of tumors. Specific topics depend on student interest and consist of student-led journal clubs, discussions, and a grant proposal project. Prerequisite: Open to senior Biochemistry and Molecular Biology, Biology, and Neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor. (This course satisfies Senior Studies.)  
cross listed: BIOL 470, NEUR 470

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*BMB 472: Sr Sem: Data Analytics in Life Sci*

(Senior Seminar: Data Analytics in Life Science Applications.) Data is increasingly becoming part of our everyday lives. Especially in the sciences, gone are the days of simply observing and instead we must be able to analyze the world around us. This senior seminar provides a foundation to working with data in the real world. Students learn to organize, analyze, visualize, and document data through hands-on experience working with existing datasets collected from biology, neuroscience, biochemistry/molecular biology and more. Students learn the basics of Python Programming Language and how to leverage it to analyze any type of dataset. Students review primary literature behind a novel data processing technique, write a registered report for their chosen dataset, then execute their analysis plan and present their findings. Prerequisite: Open to senior Biochemistry and

Molecular Biology, Biology, and Neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor. (This course satisfies Senior Studies.)  
cross listed: BIOL 472, NEUR 472

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*BMB 474: The Genetic Basis of Behavior*

(Senior Seminar: The Genetic Basis of Behavior) This course examines the genes and underlying molecular mechanisms that contribute to behaviors exhibited across the animal kingdom. Special emphasis is placed on an integrative understanding of how molecular level change contributes to organism behavior, and how those changes were evolutionarily selected. Precise topics depend on student interests. Class is comprised of short lectures, discussions of primary literature, and student presentations, which support development of a significant written work over the semester. Prerequisites: Open to senior Biology, Biochemistry and Molecular Biology, and Neuroscience majors who have completed at least one 300-level course in the major or permission of the instructor. (This course satisfies Senior Studies.)  
cross listed: BIOL 474, NEUR 474

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*BMB 477: Mechanisms of Neurological Disease*

(Senior Seminar: Mechanisms of Neurological Disease.) This course examines our current understanding of the molecular and cellular mechanisms that underlie neurodevelopmental disorders (i.e. autism), psychiatric disorders (i.e. depression, schizophrenia), and neurodegenerative disease (Alzheimer's, Parkinson's). Special emphasis is placed on a comparative analysis of model organism and human clinical research. Precise topics depend on student interests. Classes involve discussions of primary literature, student presentations, and short lectures. Prerequisites: Open to senior Biology, Biochemistry and Molecular Biology, and Neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor. (This course satisfies Natural Science and

Speaking Intensive.)  
cross listed: BIOL 477, NEUR 477

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*BMB 485: Sr Sem: The Nobel Prizes*

(Senior Seminar: The Nobel Prizes: A Century of Innovation and Discovery) Koch, Fleming, Muller, Watson, Crick, von Bekesy, Golgi, and y Cajal are all Nobel Prize winners. Why are some names known to non-science students, whereas others are not even recognizable to most scientists? Every fall the Nobel Prize committee announces their awards. While their deliberations are shrouded in secrecy, the fame of the award is such that the general public often knows the names of winners. This course will examine the work and life of select prize winners in physiology/medicine and chemistry over the past 100 years. Reading will include the original work by the Nobel laureates, as well as biographies and autobiographies of the winners. Discussion, presentations and papers will examine the impact of the winners' work, including a critical analysis of how important the work was at the time and how important it remains today, and why some awards were given years after the work was conducted, while others were recognized within a few years. The course will also include a history of the prize and of Alfred Nobel, and explore controversies associated with the award, including the dearth of female recipients. The semester will conclude with nominations for next year's award winners. Prerequisite: Open to senior biology, biochemistry & molecular biology, and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor.  
cross listed: BIOL 485, NEUR 485

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*BMB 488: Sr Sem: Cellular Basis of Disease*

(Senior Seminar: Cellular Basis of Disease) A study of the cellular and molecular basis of human disease, such as cancer or diabetes. Classes involve intensive library research, report writing, and student presentations. Open to senior Biology, Biochemistry and Molecular Biology, and Neuroscience majors who have completed at least one 300-level course in the



major or by permission of the instructor. (This course satisfies Senior Studies.)  
cross listed: BIOL 488, NEUR 488

# Biology

## Faculty

*Sean Menke*

Professor of Biology  
Chair of Biology

*Flavia Barbosa*

Associate Professor of Biology

*Shubhik DebBurman*

Disque D. and Carol Gram Deane Professor of Biological Sciences

*Rebecca Delventhal*

Assistant Professor of Biology

*Josh Hedge*

Visiting Assistant Professor of Biology

*Karen Kirk*

Professor of Biology

*Ann Maine*

Assistant Professor of Biology

*Camila Pizano*

Assistant Professor of Biology

*Frederick Prete*

Lecturer in Biology

*Margot Schwalbe*

Assistant Professor of Biology

*Adina Stanculescu*

Visiting Assistant Professor of Biology

*Lynn Westley*

Assistant Professor of Biology Emerita

## **Requirements**

### **Entry to Biology 120 Organismal Biology**

*(required for Biology and Neuroscience Majors and Minors, and Pre-Health)*

Entering first-year students interested in introductory biology (BIOL 120: Organismal Biology) must take an online science placement assessment to evaluate quantitative skills in June prior to registration. This test consists of 20 basic algebra problems and is an established measure of readiness and likelihood of success in introductory Biology and Chemistry courses. A score of 13/20 or better on the test is required for placement into BIOL 120 and CHEM 115: Chemistry I (see sequences below).

First-Year Students with scores of 13/20 or above on the science placement assessment may take BIOL 120, CHEM 115, or both in their first semester. We recommend that students who are planning for graduate or professional (e.g. medical) school take both BIOL 120 and CHEM 115 the first semester (see sequence below) to allow time for additional science courses require for these postgraduate programs (see pre-health web page). Students may, however, begin by taking BIOL 120 in the fall semester and delaying CHEM 115 to the following fall, or taking CHEM 115 in the fall semester, followed by BIOL 120 and CHEM 116 in spring.

Students with scores of 12/20 or lower on the science placement assessment will be placed into CHEM 114: Foundations of Chemistry in the Spring Semester of the first year (see sequences below), and are strongly encouraged to take additional courses in the first year that will strengthen quantitative skills. Students who begin with CHEM 114 in the spring of their first year will be able to complete the Biology major in their fourth year. However, both BIOL 120 and CHEM 115 must be completed no later than the fall semester of the sophomore year in order for a student to graduate with a Biology major in four years.

Consult your advisor or the chair of the Biology Department for further explanation.

### Major and Minor in Biology

Although *strongly discouraged*, a course grade of “Pass” will be allowed for a maximum of one biology course towards the major or minor. A second “Pass” grade will be allowed for any non-biology course (in Math or Chemistry) that is required for the major. Any additional courses intended to count for the major or minor and listed with a grade of P on a student’s transcript must be reverted to their assigned grades prior to graduation.

To be counted toward the Biology major or minor, a course must carry an assigned grade of at least C-, even if it is listed as Pass on the transcript. In order to graduate with a Biology major or minor, a student must earn at least a cumulative C average (GPA 2.0) in all courses selected to fulfill the major or minor requirements, whether or not they are listed with a Pass on the transcript.

### **Requirements for the Major:**

At least 8 credits in Biology, 2 credits in Chemistry, and 1 credit in Mathematics, as follows:

- Biology 120: Organismal Biology
- One of the Core Biological Inquiry courses (Biology 131-147) – Normally taken in spring of the first year (BIOL 130 & NEUR 128 may substitute with Department Chair Approval.)
- Biology 220: Evolution and Ecology (prerequisite: Biology 120, corequisite: Chemistry 115)

- Biology 221: Molecules, Genes, and Cells (prerequisite: Biology 120, corequisite: Chemistry 116)
- Three biology courses at the 300-level, at least two of which must be taken at Lake Forest College. At least two courses must include a laboratory component. Choose from at least two of the three subject areas (see subject area table for upper level courses below):
  - Cellular and molecular biology
  - Organismal biology
  - Ecology and evolution
- Satisfaction of the Senior Studies requirement through completion of one of the following options:
  - A Senior Seminar course (topics change each semester), or,
  - [Two course credits of Biology 493: Research Project](#), or,
  - [Two course credits of Biology 494: Senior Thesis](#)

The following courses outside of the Biology Department are also required for the Major in Biology:

- Chemistry 115 – Taken prior to or concurrently with BIOL 120 or BIOL 220
- Chemistry 116 – Taken prior to or concurrently with BIOL 221
- Biology 150 (Reasoning and Statistical Inference in Biology) or Mathematics 110 (Calculus I) or Mathematics 150 (Introduction to Probability and Statistics) – completed by the end of the sophomore year (highly recommended prior to Biology 220). Other applied statistics or mathematics courses may be counted for the biology major on a case-by-case basis.

Additional courses in organic chemistry, biochemistry, mathematics or statistics, and physics are strongly recommended for biology majors, particularly for those who anticipate applying to graduate schools and programs in the health professions (medical, dental, veterinary and others).

### **Subject area Table for Upper Level Courses.**

The three upper level courses for the major must come from at least two subject areas.

Course	Cell/Molecular	Organismal	Ecology/Evolution
310 Paleoecology			x
322 Molecular Biology	x		
323 Microbiology	x	x	
324 Advanced Cell Biology	x		
325 Frontiers in Cell Biology and Disease	x		
326 Immunology	x		
330 Applied Data Analysis for Biologists		x	x
340 Animal Physiology	x	x	
342 Developmental Biology	x	x	
344 Animal Behavior		x	x

346 Neuroscience: Neuron to Brain	x	x	
351 Personal Genetics	x		
352 From Genotype to Phenotype	x		
360 Mechanisms of Neurodegeneration	x	x	
362 Mechanisms of Brain Dysfunction	x	x	
365 The Neuroscience of Sleep	x	x	
370 Ecology			x
372 Pharmacology	x		
373 Community Ecology			x
374 Biogeography			x
375 Conservation Biology			x

383 Herpetology		x	x
384 Plant Biology		x	x
386 Experimental Plant Ecology		x	x
388 The Malleable Brain	x	x	
389 Evolution			x

*Requirements for the Minor:*

At least 6 credits in biology and 2 credits in chemistry

- Chemistry 115 and 116
- Biology 120: Organismal Biology – Taken prior to or concurrently with Chemistry 115
- One of the Core Biological Inquiry courses (Biology 131-149) – Normally taken in the spring of the first year
- Biology 220: Evolution and Ecology
- Biology 221: Molecules, Genes, and Cells
- Two biology courses at the 300-level

## Biology Major Course Sequences

### *Chemistry 115/Biology 120 Introductory Sequence*

(students with score of 13/20 or better on the science placement test)



### *First Year*

Fall: BIOL 120, CHEM 115

Spring: One course from the BIOL 131-149 series, CHEM 116,  
(BIOL 150, MATH 110, or MATH 150 to be completed by the end of the  
second year)

### *Second Year*

Fall: BIOL 220

Spring: BIOL 221

(BIOL 150, MATH 110 or MATH 150 to be completed by the end of the  
second year)

### *Third and Fourth Years*

Three 300-level biology electives plus a Senior Seminar or Senior Thesis

NOTE: Students may elect to delay BIOL 120 to the spring of the first year, or  
delay CHEM 115 to the fall of the second year. However, starting both in the  
fall of the first year is recommended for students who wish to complete other  
course requirements for graduate and professional programs.

### *Chemistry 114 Introductory Sequence*

(students with score of 12/20 or lower on the science placement test)

### *First Year*

Spring: CHEM 114

(BIOL 150, MATH 110 or MATH 150 to be completed by the end of the  
second year)

### *Second Year*

Fall: BIOL 120, CHEM 115

Spring: One course from the BIOL 131-149 series, CHEM 116

(BIOL 150, MATH 110, or MATH 150 to be completed by the end of the  
second year)

### *Third Year*

Fall: BIOL 220

Spring: BIOL 221

### *Fourth Year*

Three 300-level biology electives plus a Senior Seminar or Senior Thesis

## Learning Outcomes

The expected Student Learning Outcomes for the Biology Department are:

1. The biology major will be able to demonstrate familiarity with factual knowledge and fundamental theories relating to the three core subject areas that define the discipline: Organismal; Cell & Molecular; and Ecology & Evolution.
2. The biology major will be able to apply quantitative techniques and analyses necessary to modeling and testing hypotheses, as well as demonstrate familiarity with basic concepts in chemistry.
3. The biology major will be able to demonstrate research skills including: finding and evaluating pertinent scientific information; the formulation of scientific hypotheses; tabulating data; explaining and presenting scientific information quantitatively; and understanding and critically evaluating primary research.
4. The biology major will be proficient in communicating ideas in spoken and written form.
5. The biology major will be able to demonstrate an ability to create and contribute to the development of scientific communities through collaboration with faculty members and fellow students.

## Biology Courses

### *BIOL 101: Cells, Genes, and Diseases*

This course is intended for the student interested in understanding the basic unit of life for all living things: the cells. Students study the human cell structure and function to better understand how they work. In addition, students explore disease processes with an emphasis on molecular, cellular, and genetic approaches to investigate human diseases. The course includes lectures, discussions, and students' presentations. No prerequisites. (This course satisfies Natural Science.)

*BIOL 102: People and the World of Plants*

This course introduces students to the fascinating world of the botanical sciences, and to the long legacy of plant-human interaction. We will study traditional modes of herbal healing found in different cultures, explore the origins and development of world agriculture, and consider the effects of stimulant, depressive, and psychotropic plants on the human mind. Field trips to the Chicago Botanic Garden and local prairie and woodland restoration projects will be an important component of this course. (This course satisfies Natural Science.)

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*BIOL 103: Human Biology*

This course examines the structure and function of many of the major organ systems of the human body. In so doing, it will introduce students to a range of important topics related to human beings. These will include the nature of science as a discipline, and the biological basis of health, disease, nutrition, exercise, sensation, and reproduction. (This course satisfies Natural Science.)

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*BIOL 104: Human Genetics*

An introduction to the inheritance of human characteristics. The nature of the genes, structure and function of chromosomes, developmental genetics, and the relationship between genes and human disease are discussed. Cloning, genetic engineering, and gene therapy are also covered. Three hours per week. (This course satisfies Natural Science.)

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*BIOL 105: Public Health*

Food poisoning outbreaks, strains of antibiotic-resistant bacteria, and the rise of infectious diseases including AIDS and TB have brought new awareness

and the realization that public health is not just a concern of Third World countries. These and other topics including environmental factors that influence health, vaccine schedules, and how antibiotics work will be covered. Lectures, discussion, and student group projects. Three hours per week. (This course satisfies Natural Science.)

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*BIOL 106: Nutrition and the Human Body*

American culture is obsessed with food, but what do we really know about food? This course will explore multiple biological aspects of food. The course will begin with basic nutrition and then study diets, vitamins, and other supplements to determine if they really work. The biological, genetic, and environmental aspects of disorders such as obesity, anorexia, diabetes, heart disease, and cancer will be examined. The safety of food has become a greater concern in society due to genetic engineering, irradiation of food, use of pesticides, and food-borne illness such as 'mad cow' and E. coli. These risks will be studied. The course will conclude with an exploration of the effects of meat- or grain-based diets on the environment. (This course satisfies Natural Science.)

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*BIOL 107: Adaptive Patterns Animal Behavior*

(Adaptive Patterns of Animal Behavior) The world's diverse animal species display a fascinating variety of behaviors that sometimes seem to defy explanation. Students will learn to apply evolutionary principles and scientific inquiry to solving the puzzles of animal behavior. Using videos, popular articles, and scientific research papers, we will examine how the scientific process of posing questions, proposing hypotheses, and testing predictions leads us to understand the behavior of many species including our own. Lectures, discussion, student presentations and projects. Three hours per week. No prerequisites. (This course satisfies Natural Science.)

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*BIOL 109: Botany for Gardeners*

Propagation and growth of plants is key to human history and survival. Students in this course gain the scientific foundation in plant biology required to understand and successfully start, grow, and maintain a variety of plants. Topics include the mechanisms behind plant light and nutrition requirements; plant defense against herbivores and pathogens; propagation of new plants from existing plants; how to grow plants from seed; the science behind garden design and care (indoor and outdoor); the biology of growing fruits and vegetables; requirements of specialty plants like orchids, bonsai, and carnivorous plants; and the effective use of plant growth hormones. This participatory, speaking-intensive course will include both classroom and extensive lab time in the greenhouse and garden, as students learn to prepare pots, mix soils, treat pests, and grow a wide variety of plants, while gaining both the scientific perspective behind why the methods they are learning are effective and the ability to communicate this perspective to a wider audience. No prerequisites. (This course satisfies Natural Science and Speaking Intensive.)

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*BIOL 110: Science of Water*

Life isn't possible without it, we are made of it and use it everyday, yet water has no dietary, nutritional, or magical properties. In this course, we investigate water from the sub-atomic level to the intergalactic, from its scientific study to its artistic interpretation. We journey into water in a truly interdisciplinary way, and look to combine these seemingly wide-ranging ideas through concept maps and looking for connections that we may never before have known! (This course satisfies Natural Science.)

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*BIOL 112: Learning About Our World*

(Learning About Our Living and Physical World) This course examines selected topics in life science, earth science, and physical science, such as the human body and its functions; ecosystems; weather; the physical and

chemical properties of matter; energy and motion of objects; and components of the solar system. Designed primarily to provide elementary education majors with the necessary background for teaching in K-8 schools, the course is appropriate for other students interested in strengthening their knowledge and confidence in investigating fundamental concepts and ideas in science. Students participate in lectures, discussions, presentations and projects, and laboratory activities. Does not satisfy requirements for the Biology major. (This course satisfies Natural Science.)  
cross listed: EDUC 112

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*BIOL 114: Truth and Lies in Medical News*

Students will learn to critically review health research from a variety of sources including professional and academic journals, popular magazines and newspapers, other media sources reporting on medical topics, and the Internet. We will apply analytic skills from a variety of disciplines including human biology, medicine and nursing, biostatistics and public health. Students will be introduced to health research, beginning with application of the scientific method, through study design data collection, quantitative analysis methods, and research reporting. Topical examples will be drawn from medicine, nursing, nutrition, alternative health care, public health, gerontology, exercise, and general health. No prerequisites. (This course satisfies Natural Science.)

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*BIOL 115: Science and Popular Culture*

For many individuals, an understanding of science is often obtained from popular entertainments such as novels, television shows, and movies. In this course, students will examine science from a biological perspective as it is portrayed in popular culture. Students will critically assess the validity of science and scientific assumptions presented in popular culture, while also assessing how scientists are portrayed. As a result, students will better understand science both as a process and as a way of understanding the natural world. Specific topics will include genetic engineering, biological

warfare, and plagues. The course will include lectures, student presentations, and papers. No prerequisites. (This course satisfies Natural Science.)

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*BIOL 116: Exploring the Brain*

This course will address how the mind and brain work by exploring current and classical neurobiological topics, particularly those of interest to college students, through the use of professional and academic journals, textbooks, popular magazines and newspapers, as well as other media sources. Topics will include neuronal development and neuronal death; diseases of the brain, such as Alzheimer's disease, schizophrenia, depression, and psychiatric disorders; and topics such as drugs and alcoholism. No prerequisites. (This course satisfies Natural Science.)

cross listed: NEUR 116

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*BIOL 117: The Tropical World*

The immense biological diversity in the tropics provides scientists with a frontier for the discovery of new species, new drugs and new ecological relationships. This course will introduce non-science majors to tropical ecosystem structure and function, ecological relationships among forest species, medicinal uses of rainforest products and approaches to conservation in equatorial regions. (This course satisfies Natural Science.)

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*BIOL 118: Our Amazing Brain*

This course will introduce students to the science behind how a human brain functions and produces behaviors. This amazing organ is composed of billions of neurons that form trillions of connections with each other. These neurons allow us to sense and perceive the world around us, integrate new experiences with old ones, form thoughts and actions, and develop

consciousness and personality. In this course, students will discover how brain dysfunction is the root cause of many illnesses, including addiction, schizophrenia, depression, cancer, stroke, and Alzheimer's disease. Students will also have the opportunity to work with preserved brains. No prior experience with science is required to succeed in this course. No prerequisites. (This course satisfies Natural Science.)  
cross listed: NEUR 118, PSYC 118

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*BIOL 119: Microbes, Viruses and Health*

Microbes and viruses are part of our daily life. What are they and what do they do? A huge variety of microorganisms play an important part in diseases; however, others are beneficial. This course will discuss the microbe-human interaction, including topics such as new disease outbreaks, antibiotic resistance, and new biotechnology tools. Lectures, discussion, and presentations. Three hours per week. (This course satisfies Natural Science.)

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*BIOL 120: Organismal Biology*

This course will address the organization and function of multicellular organisms. Although focused primarily on plants and animals, other kinds of organisms will be discussed. Regulation, homeostasis, and integration of function; nutrient acquisition, processing, and assimilation; photosynthesis; gas exchange; reproductive patterns; and development are all topics that are included in this course. Readings from an introductory text and the secondary and primary scientific literature will be required. Students must also register for a lab. Prerequisite: Science placement test required. Please see Requirements page on the Biology Department website for details. (This course satisfies Natural Science.)

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*BIOL 128: Medical Mysteries of the Mind*

(Introduction to Neuroscience: Medical Mysteries of the Mind.) This course is for beginning students interested in the study of neuroscience and in exploring the human brain in a rigorous interdisciplinary way. If you are intensely interested in how your brain helps you think, feel, sense, read, write, eat, sleep, dream, learn and move, this course is for you. You learn how brain dysfunction causes complex medical illnesses, like Alzheimer's, Stroke, Depression, and Schizophrenia. You meet Chicago's world-class neuroscientists through guest seminars and class-trips to famous laboratories. You debate ethical dilemmas that face society and dissect human brains. Lastly, you present your research on a brain topic at an interdisciplinary symposium and teach elementary children about how the brain works. One year each of high school biology and chemistry is recommended. Students who have taken BIOL130 will not receive credit for this course. Two discussion/lecture and two laboratory hours per week. No prerequisites. (This course satisfies Natural Science and Speaking Intensive.)  
cross listed: NEUR 128, PSYC 128

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*BIOL 130: Deadly Shapes, Hostage Brains*

Age-related neurological diseases that hold our brain hostage are major 21st-century global health burdens and are among the most actively funded areas of medical research. In this course, students delve into primary literature through research projects that investigate how deadly protein shapes underlie complex neurodegenerative illnesses, like Alzheimer's, Huntington disease, and Parkinson disease and discover how little we still know, despite astonishing advances. Students dissect human brains to understand the underlying brain pathology. Trips to Chicago to visit neurology laboratories, neuroscience research centers, and attend a major neuroscience conference present the latest advances in neurological research. Additionally, students debate ethical dilemmas that face society as neuroscientists race towards solving current medical mysteries and experiment with potential new treatments. Students who have taken FIYS106 will not receive credit for this course. Two discussion/lecture and two laboratory hours per week. No prerequisites. (This course satisfies Natural Science and Speaking Intensive.)  
cross listed: NEUR 130, PSYC 130

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*BIOL 131: Bio Inq: Invasion Ecology*

(Biological Inquiry Seminar: Invasion Ecology) This course will introduce students to the study of invasive species. The course will demonstrate how invasive species are used to address complex issues in ecology, evolution, and biogeography, and how invasive species can affect habitat structure, community composition, and ecosystem services. Invasion ecology is integrative by its very nature and students will have the chance to explore numerous aspects in invasion ecology from local examples of species of economic and ecological concern, to species considered global epidemics. Specific examples will be driven by student interest. The course may include local field trips. Prerequisite or corequisite: BIOL 120, or with instructor approval. (This course satisfies Natural Science and Speaking Intensive.)

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*BIOL 132: Bio Inq: Plant-Animal Interactions*

(Biological Inquiry Seminar: Plant-Animal Interactions) This course will introduce students to the ecological and evolutionary relationships between plants and the animals that eat them, defend them, or carry their pollen or seeds. The course will address chemical and physical plant defenses against animals, ecological interactions among plants and animals, and relationships in a community context, using examples from tropical, temperate, and marine ecosystems. The course includes local field trips. Prerequisite or corequisite: BIOL 120, or with instructor approval. (This course satisfies Natural Science and Speaking Intensive.)

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*BIOL 133: Bio Inq: Tropical Forest Biology*

(Biological Inquiry Seminar: Tropical Forest Biology) The immense biological diversity in tropical forests provides scientists with a frontier for the discovery of new species, new drugs and new ecological relationships. This course will

address tropical forest structure and function, ecological relationships among forest species and issues surrounding the conservation of tropical forests. The course may include local field trips. Prerequisite or corequisite: BIOL 120, or with instructor approval. (This course satisfies Natural Science and Speaking Intensive.)

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*BIOL 134: Bio Inq: Emerging World Diseases*

(Biological Inquiry Seminar: Emerging World Diseases) In this age of antibiotics and vaccines, why do millions die each year from infectious diseases worldwide? With new viruses and pathogens continually emerging, can we ever hope to win the battle? This course addresses the biological mechanism of infectious and non-infectious disease and the socio-economic, cultural, political and ecological factors that influence the existence of disease in various world populations. Emerging (e.g. SARS, Ebola, West Nile, COVID19) and re-emerging (e.g. tuberculosis, polio) diseases are studied, as well as other major threats to global public health both infectious (e.g. malaria, dengue) and non-infectious (e.g. diabetes, obesity and cancer). Format includes discussion, lecture and student presentations. Prerequisite or co-requisite: BIOL 120, or with instructor approval. (This course satisfies Global Perspective and Speaking Intensive.)

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*BIOL 135: Bio Inq: Human Ecology*

(Biological Inquiry Seminar: Human Ecology) Human beings are some of the most interesting, complicated, self serving, expressive, destructive, and beautiful organisms to evolve on Earth. Participants in Human Ecology will investigate the many ways in which the Earth is an ecosystem for humans, with the principal goal of this course to compare and contrast how humans have changed the Earth to better suit its needs as a species, and the consequences that have and are arising from such ecosystem modification. Topics covered through the course include human evolution, food acquisition, economics, and climate change among many others. Participants will be required to attend multiple field trips throughout the semester. One 3-hour

meeting per week. Prerequisite or corequisite: BIOL 120, or with instructor approval.

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*BIOL 136: Bio Inq: Sensing the Environment*

(Biological Inquiry Seminar: Sensing the Environment) Animals must make decisions when faced with the tasks required for survival and reproduction, such as foraging, avoiding predators, selecting a habitat and finding mates. Their decision-making process is based on information their sensory systems obtain from their environment. This information gathering can range from relatively simple detection of temperature and light cues to complex communication systems. This course will focus on how animals acquire and use information from their abiotic and biotic environments to survive, grow and reproduce. We will explore how organisms sense the environment from both mechanistic and evolutionary standpoints, focusing on the physiological aspects of sensory modalities, the adaptive values of obtaining and processing information, and the evolution of sensory systems as they are shaped by natural selection and properties of the physical environment. Specific topics will be driven by student interest. This course includes reading of primary literature, writing, discussion sections, and student presentations. Prerequisite or corequisite: BIOL 120, or with instructor approval. (This course satisfies Natural Science and Speaking Intensive.)

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*BIOL 137: Bio Inq: Diet & Disease*

(Biological Inquiry Seminar: Diet & Disease) The leading causes of disability and death in developed countries are multifactorial diseases that have a strong behavioral component, including: diabetes, heart disease, obesity and cancer. Are we truly what we eat? This course will examine the relationship between diet and human diseases. The semester will begin with a foundation of basic nutritional concepts including metabolism, daily requirements during growth, development and athletic training, as well as digestion and energy needs. In addition, we will examine the genetic, endocrine and neurological controls of eating and hunger and learn the cellular and physiological basis of the major

food related diseases. We will critically analyze some popular diets and food supplements, in addition to analyzing different eating habits from around the world and assess if food groups promote or prevent different types of diseases. Prerequisite or corequisite: BIOL 120, or with instructor approval.

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*BIOL 138: Bio Inq: Human Evolution*

(Biological Inquiry Seminar: Human Evolution) This course will introduce students to basic concepts of evolution as they apply to the evolution of our own species, *Homo sapiens*. We will consider what fossil and molecular evidence tell us about the origin of the human species; how adaptive evolution has shaped human populations morphologically, physiologically, and behaviorally; how human evolution has been intertwined with the evolution of other organisms and diseases; and the ways in which humans are currently evolving and are likely to evolve in the future. Class sessions will combine discussion, short lectures, student presentations, and other formats. This course will emphasize development of abilities to critically read scientific literature, communicate effectively about science, appreciate how and why we do science, and use electronic tools to search scientific literature. Prerequisite or corequisite: BIOL 120, or with instructor approval.

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*BIOL 139: Bio Inq: Biology Aging*

(Biological Inquiry Seminar: Biology Aging) From yeast to humans, virtually all organisms change with time. Various explanations have been proposed for aging and senescence, including environmental factors such as accumulated DNA damage, metabolism, and oxidative stress, as well as genetic factors regulating molecular clocks, cellular repair, and homeostasis. This course will investigate the physiology and underlying mechanisms of aging focusing on current research. Students will explore the topics through reading of primary literature, discussion, writing assignments, and presentations. Three discussion/lecture hours per week. Prerequisite or corequisite: BIOL 120, or with instructor approval.

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*BIOL 140: Bio Inq: Gene Editing*

(Biological Inquiry Seminar: Gene Editing.) For years, scientists have been able to modify the food we eat, construct better vaccines, and improve cancer treatment through genetic manipulations. However, within the past few years, we have entered an new era where even the genes of our children can be edited, due to a new technique called CRISPR that is incredibly precise, efficient, and relatively inexpensive. This technique may have positive outcomes, like allowing mosquitoes that are malaria-resistant to survive in the wild and enabling us to eat beef or chicken without ever raising an animal. This course explores the molecular basis for how genes are cut and edited; the basis of the CRISPR system which originated as an immune response in bacteria; the myriad potential uses of CRISPR in current and future research; and the ethical dilemmas that certainly will result. Students have an opportunity to cut bacterial genes themselves in the laboratory. The course includes discussions, lectures, and a special emphasis on student presentations. Prerequisite or corequisite: BIOL 120, or with instructor approval. (This course satisfies Natural Science and Speaking Intensive.)

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*BIOL 141: Bio Inq: Health Science Reporting*

(Biological Inquiry Seminar: Health Science Reporting) The scientific method requires researchers to build upon knowledge generated by others. Much of this knowledge is disseminated through scholarly articles in scientific journals. Because scientific papers are often complex, including technical terms and statistical analyses, misunderstandings are common. News and popular media broadcast medical and health findings to the general public, frequently oversimplifying or misinterpreting the science. In this course, students will critique medical journalism and medical research by comparing popular reporting to original scientific sources. Emphasizing reading and understanding of scholarly literature in medicine, students will develop their capacity to recognize, comprehend, and critique medical research. Class activities will include lectures, discussion, student presentations, and written exercises. Prerequisite or corequisite: BIOL 120, or with instructor approval.

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*BIOL 142: Bio Inq: The Biology of Dogs*

(Biological Inquiry Seminar: The Biology of Dogs) Dogs are not only 'man's best friend,' but are increasingly used as biological models for research. Our familiarity with their behavior, diseases, and pedigree has made them central to the study of many aspects of biology, including genetics, neurology, and evolution. In this course, students will explore the biology of dogs and what this tells us about ourselves. By the end of the course, students will have developed an understanding of the scientific process and the capacity to recognize the relevance of research on non-human models. Class activities will include lectures, discussions, student presentations, written exercises, laboratories, and field trips. Prerequisite or corequisite: BIOL 120, or with instructor approval.

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*BIOL 143: Bio Inq: The Biology of Sex*

(Biological Inquiry Seminar: The Biology of Sex) The ability to reproduce is a defining quality of life yet the diversity of methods used by organisms to replicate is staggering. In this course we explore the many ways that organisms reproduce, both sexually and asexually; how these different modes of reproduction evolved; the influence these modes of reproduction have on animal form and function; and what an understanding of the biology of sex tells us about human sex and sexuality. The course will address the misconception that gender roles (the 'promiscuous' male versus the 'coy' female) are biologically universal, and relate the diversity of sexual systems evident in biology to the diversity of human gender roles and sexuality. Class activities will include lectures, discussion, student presentations, written exercises, laboratories, and field trips. Prerequisite or corequisite: BIOL 120, or with instructor approval.

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*BIOL 144: Bio Inq: Brain That Changes Itself*

(Biological Inquiry Seminar: The Brain That Changes Itself) Our brains are able to reshape themselves over time, through a remarkable process known as neuroplasticity. This process is constantly occurring and extremely important, because it allows our brains to adapt to new experiences and remember novel information. In this course students will learn how neuroplasticity contributes to learning and memory. This will begin with a discussion of how nerve cells in the brain are organized and how they communicate to transfer information. Students will then explore how these cells and connections change over time, with an emphasis on how neuroplasticity contributes to learning and memory. The course will conclude with a discussion of how aging and neurodegenerative diseases impair plasticity and cognition. Students will use the primary literature to learn about cutting-edge electrophysiological, molecular, genetic, and imaging techniques used in the study of neuroplasticity. Discussion, lecture, research projects, and student presentations. Prerequisite or corequisite: BIOL 120, or with instructor approval.

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*BIOL 145: Bio Inq: Patterns Animal Behavior*

(Biological Inquiry Seminar: Adaptive Patterns of Animal Behavior) The world's diverse animal species display a fascinating variety of behaviors that sometimes seem to defy explanation. Students will learn to apply evolutionary principles and scientific inquiry to solving the puzzles of animal behavior. Looking at videos, primary research articles, and popular writing, we will examine how the scientific process of posing questions, proposing hypotheses, and testing predictions leads us to understand the behavior of many species including our own. Lectures, discussion, student presentations, and projects. Three hours per week. Pre-requisite: BIOL 120 or permission of the instructor.

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*BIOL 146: Bio Inq: Darwinian Medicine*

(Biological Inquiry Seminar: Darwinian Medicine.) Evolution is the backbone of biology, but only in the past few decades has modern evolutionary theory been used to understand human health and disease. The application of evolutionary theory to medicine has driven important advances in our understanding of topics such as cancer, obesity and infectious diseases, with significant health applications. This course focuses on how evolution shaped humans to be susceptible to disease and how we can apply this knowledge to public health. Specific topics are driven by student interest, and may include cancer, allergies and autoimmune diseases, aging-related diseases, and the coevolution of humans and novel pathogens such as HIV and SARS-CoV-2. This is a seminar course that includes reading of primary literature, writing, discussion sections, and student presentations. Prerequisite or corequisite: BIOL 120, or with instructor approval. (This course satisfies Natural Science and Speaking Intensive.)

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*BIOL 147: Bio Inq: Viruses and Evolution*

This course will introduce students to the relationship between viruses and their hosts, from bacteria to humans. It will cover the molecular, cellular, and organismal events that occur when a virus infects a host. The course will focus on the ways viruses evolve to adapt to different selective pressures, and how viruses can induce evolutionary change, in addition to disease, in their hosts. The course will also discuss the societal implications of this fascinating biology, including public health policy, vaccines, and virus-based therapies. Specific topics will be driven by student interest. This course includes lectures, discussions, reading primary research articles, writing, and student presentations. No prerequisites. Corequisite: BIOL 120 or permission of the instructor. (This course satisfies Natural Science and Speaking Intensive.)

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*BIOL 150: Reasoning & Statistical Inference*

(Reasoning and Statistical Inference in Biology) This course is designed to develop and expand students' understanding of quantitative biological information. The focus of the course is on quantitative literacy. Specific topics will include interpretation of descriptive statistics, graphical representations of biological data, bivariate statistics, and the results of hypothesis testing. Examples will be drawn from published and unpublished data sources, including and faculty and student research. Students will also work with practice datasets. Strongly recommended for first-year students interested in the Biology Major. Three lecture/discussion hours per week. No prerequisite. (This course satisfies Quantitative Reasoning.)

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*BIOL 152: Global Health Issues*

Global Health Issues is designed to foster an understanding of major causes of morbidity and mortality around the world. Using the context of important global health issues including infectious diseases such malaria, dengue fever, and HIV as well as obesity and cancer, students develop the ability to locate, analyze, and present primary literature in Biology. Students gain experience with reviewing primary research articles, interpreting figures, and communicating scientific research in both oral and written formats. The course is intended to be a skills-building and preparatory course for subsequent enrollment into BIOL 220 or BIOL 221 particularly for students who have not taken (or would like additional support in) a laboratory-based introduction to biology science course. No prerequisites. (This course satisfies Natural Science and Global Perspective.)

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*BIOL 203: Spring Flora of the Great Lakes*

(Spring Flora of the Western Great Lakes.) This course introduces students to the identification, systematics, ecology, and natural history of the spring flora of the Western Great Lakes. This course includes extensive field work in the greater Chicago area and eastern Wisconsin. Students learn to identify

between 150 and 200 species of wildflowers, grasses, trees, shrubs, and other plants, and learn the characteristics of 15 to 20 plant families. No prerequisites. This Summer Session course in 2022 is held in the afternoons on Tuesdays and Fridays plus full field days 8:00am-6:00pm on Wednesdays and Thursdays. An overnight trip to Wisconsin takes place on May 25-26. (This course satisfies Experiential Learning and Natural Science.)  
cross listed: ES 203

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*BIOL 204: Summer Flora of the Great Lakes*

(Summer Flora of the Western Great Lakes.) This course introduces students to the identification, systematics, ecology, and natural history of the summer flora of the Western Great Lakes. This course includes extensive field work in the greater Chicago area, eastern Wisconsin, and Michigan's Upper Peninsula. Students learn to identify between 150 and 200 species of wildflowers, grasses, trees, shrubs, and other plants, and learn the characteristics of 15 to 20 plant families. No prerequisites. This Summer Session course in 2022 is held in the afternoons on Mondays and Thursdays plus full field days 8:00am-6:00pm on Tuesdays and Wednesdays. An overnight trip to Wisconsin takes place June 21-22. (This course satisfies Experiential Learning and Natural Science.)  
cross listed: ES 204

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*BIOL 205: Prairie Flora of the Great Lakes*

(Prairie Flora of the Western Great Lakes.) This course introduces students to the identification, systematics, ecology, and natural history of the late summer flora of the Western Great Lakes. This course includes extensive field work in the greater Chicago area, northern Indiana, and eastern Wisconsin. Students learn to identify between 150 and 200 species of wildflowers, grasses, trees, shrubs, and other plants, and learn the characteristics of 15 to 20 plant families. No prerequisites. This Summer Session course in 2022 will be held in the afternoons on Tuesdays and Fridays plus full field days 8:00am-5:00pm on Wednesdays and Thursdays. An overnight trip to Wisconsin takes place on

July 20-21. (This course satisfies Experiential Learning and Natural Science.)  
cross listed: ES 205

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*BIOL 208: Human Anatomy*

This course introduces the structure of mammalian bodies, with particular emphasis on the human body. All of the major body systems (skeletal, muscular, nervous, endocrine, etc.) are covered. Lab includes dissection and study of representative mammalian specimens, as well as study of human skeletons and models. Class meets five hours per week. Prerequisites: BIOL 120, CHEM 115. (This course satisfies Natural Science.)  
cross listed: HPPC 208

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*BIOL 209: Human Physiology*

This course begins with a review of the cellular processes that influence the survival of all physiological systems in the human body. Following that foundation, a deeper exploration into the function of each major system is emphasized. The lecture component includes the functional study of muscular, neurophysiological, special sensory, immune, endocrine, hematologic, cardiovascular, respiratory, digestive, urinary and reproductive systems. Metabolomics, fluid-electrolyte and acid-base balance is incorporated into their respective physiological systems. Lab focuses on physiological experimentation and application. This course is intended primarily for students who aspire to enter into health fields. Prerequisites: BIOL120, CHEM115, and BIOL 208.  
cross listed: HPPC 209, NEUR 209

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### *BIOL 210: Microbiology*

This course introduces health science students to the core concepts in microbiology. Microorganisms, including viruses, fungi, and protists with a particular emphasis on bacteria, are examined with regard to their structure, growth, heredity, and diversity. Topics include microbial growth, antibiotic mechanisms and resistance, epidemiology, interaction of pathogenic microbes with humans, nosocomial diseases, new disease outbreaks, and the immune response. The laboratory portion includes microscopy and bacterial identification. Three lecture and 2 laboratory hours per week. Students must also register for a lab. This course is intended primarily for students who aspire to enter into health fields. Students who have taken BIOL 323 will not receive credit for this course. Prerequisites: BIOL 120, CHEM 115. (This course satisfies Natural Science.)  
cross listed: HPPC 210

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### *BIOL 220: Evolution and Ecology*

The roles of ecological and evolutionary processes in shaping life's diversity are examined. Specific topics may include adaptive evolution, origins of species, reconstruction of evolutionary history, population dynamics and extinction, species interactions, community processes, conservation, and the importance of these topics to humanity. Lab sessions combine group work in field research projects with quantitative analyses and synthesis of your findings in terms of published results from the primary literature. These projects result in a written and/or oral presentation of your findings. This is an intermediate-level biology course that assumes prior experience with the primary scientific literature, analysis of quantitative data and mathematical models, and rigorous laboratory work. Three lecture hours plus one four-hour laboratory per week. Prerequisite: BIOL 120. Corequisite: CHEM 115, and Biological Inquiry (13x-14x). (This course satisfies Natural Science and Technology Intensive.)

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*BIOL 221: Molecules, Genes, and Cells*

This course will examine cells as the fundamental units of life. Topics will include the structure and function of the cell and its molecular constituents; energy relationships at the cellular level; and an introduction to the nature and organization of the genetic material. Laboratory sessions will emphasize student-designed projects. Classroom sessions will involve group work, discussions, seminars, problem-solving sessions, and lectures. Three lecture and four laboratory hours per week. Prerequisite: BIOL 120. Corequisite: CHEM 116.

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*BIOL 250: Clinical Problem Solving in Biology*

(Clinical Problem Solving in Biological Sciences) This course focuses on real-world clinical problem solving in musculoskeletal biology with an applications based emphasis. Through the use of medical literature, classroom lectures, and group discussion and collaboration, students learn and apply fundamentals of physiology, histology, cell biology and pathology to solve clinical problems in two organ systems (skin and bone). The seminar series focuses on developing self-directed learning skills in medical sciences through the use of medical literature, case studies, and group discussion and projects. Prerequisites: CHEM 116 and BIOL 120. Corequisite: BIOL 221. This 0.50-credit course meets six times per semester and is graded Pass-Fail.

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*BIOL 310: Paleoecology*

Paleoecology offers insights into the ancient ecosystems of Earth across millions of years and how the study of these extinct realms compares and contrasts with ecological studies of the modern world. Students learn about ancient organisms, how science can interpret more than just their presence, and understand their interactions with each other and the environment. We discuss biases and skepticism of the fossil record through critical reading of the primary literature, case studies of past ecosystems, particularly from the dinosaur-dominant Mesozoic Era, and learn how to construct ecosystems long

lost to time. We also learn how studies of the past can inform our understanding of modern ecosystems and allow us to make inferences about how ecosystems may change in the future. Prerequisite: BIOL 220, and either BIOL 221 or Junior Status or permission of instructor.

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*BIOL 322: Molecular Biology*

Molecular biology is the theory that biological phenomena have molecular explanations. Communicating molecular biology results is critical for health professionals and researchers who will need to interpret and communicate the results of molecular tests and discover molecular mechanisms. This course focuses on student abilities to communicate results to answer five biological questions: "what is the evidence DNA is the genetic material?", "How does genetic information become a trait?", "How are DNA, RNA, and protein measured?", "How are genes regulated?", and "How is the genome maintained?" In lab, students will conduct a course-based undergraduate research experience to study the effect of an anti-cancer drug on the DNA of colorectal cancer cells. The lab report connects the lecture and lab as the final. Three lecture and four laboratory hours per week. Prerequisites: Chem 116 and Biol 221. (This course satisfies Speaking Intensive.)  
cross listed: BMB 322, NEUR 322

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*BIOL 323: Microbiology*

This course focuses on the biology of single-celled organisms, with emphasis on bacteria and infectious disease. Topics include antibiotic mechanisms and resistance, bacterial gene swapping, epidemiology, host-microbe interactions, and the immune response. Several weeks of independent study allow students to isolate, research, and identify three bacterial species. Three lecture and four laboratory hours per week. This course fulfills the prerequisite for microbiology in the health professions. Prerequisites: BIOL 221, and either BIOL 220 or Junior status. Students must also register for a lab.  
cross listed: BMB 323

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*BIOL 324: Advanced Cell Biology*

The structure and function of the cell and its organelles, with emphasis on membrane-related processes including transport, energetics, cell-to-cell signaling, and nerve and muscle cell function. Research reports will include extensive library and Internet exploration and analysis. Three lecture and four laboratory hours per week. Prerequisites: Biol 221, and either Biol 220 or Junior status. (This course satisfies Writing Intensive.)  
cross listed: NEUR 324, BMB 324

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*BIOL 325: Topics in Disease and Cell Biology*

This course examines the structure and function of the cell and its organelles, and how these relate to disease, with emphasis on the extracellular matrix, membrane-related processes including transport, cell-to-cell signaling, protein processing, and post-transcriptional regulation. Current techniques are explored in the context of primary research literature. Research reports include extensive library and Internet exploration and analysis. Three lecture hours per week. Prerequisites: Biol 221, and either Biol 220 or Junior status. Not open to students who have taken BIOL 324.  
cross listed: BMB 325, NEUR 327

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*BIOL 326: Immunology*

This course introduces students to the major players of innate and adaptive immunity at the cellular and molecular levels. Topics include immune receptors and signal transduction, cell migration, development of lymphocyte subsets, humoral and cellular immunity, and immunological disorders. Students are expected to develop a semester-long research project that will tackle one of the current challenges that affect the human immune response. Three lecture hours per week. Prerequisites: Biol 221, and either



Biol 220 or Junior status.  
cross listed: NEUR 326, BMB 326

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*BIOL 330: Applied Data Analy for Biologists*

(Applied Data Analysis for Biologists) This course introduces students to statistical analysis procedures as they are applied in biological research. Statistical content will introduce univariate and bivariate methods, moving on to multi-variable approaches. Classroom sessions will consist of lectures, discussions, and demonstrations. In addition to these more-formal sessions, a supervised laboratory in which students conduct hands-on computer-assisted statistical analyses, will take place weekly. Sample data will be drawn from multiple sub-disciplines within biology. These may include any of the following topics: cellular and molecular biology, organismal research, ecology, evolutionary biology, human physiology and medicine. Two 80-minute classroom and one four-hour laboratory meeting per week. Prerequisites: Math 150 or equivalent, Biol 220, and either Biol 221 or Junior status.

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*BIOL 340: Animal Physiology*

This course focuses on mechanisms of homeostasis in vertebrates and invertebrates. A particular emphasis is placed on examining specific adaptations (functional, morphological, and behavioral) to different environmental conditions, as well as problems associated with physical size. Topics include integration and response to stimuli, gas exchange, circulation, movement, buoyancy, metabolism, thermal regulation, osmoregulation, and excretion. Three lecture and four laboratory hours per week. This course fulfills the pre-requisite for physiology in the health professions. Prerequisites: BIOL 221 and BIOL 220 or permission of the instructor.  
cross listed: NEUR 340, BMB 340

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*BIOL 342: Developmental Biology*

Analysis of the genetic, molecular, cellular, and structural changes that occur between fertilization and the development of the adult form. This course examines many concepts including establishment of cell fates, stem cells, morphogenesis, and sex determination. Students also analyze key experiments and methods through primary literature that have provided an understanding of development. The laboratory demonstrates important developmental principles, allowing students to engage in projects of their own design to examine environmental and genetic contributions to development through the use of invertebrate organisms. Three discussion and four laboratory hours per week. Prerequisites: BIOL 221, and either BIOL 220 or Junior status. Students must also register for a lab. (Cross listed as BMB 342 and NEUR 342)

cross listed: NEUR 342, BMB 342

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*BIOL 344: Animal Behavior*

A study of current ideas about the biological basis and evolution of animal behavior. Topics will include molecular, hormonal, and genetic bases of behavior; adaptive behavior patterns; mating systems and reproductive behavior; and evolution of altruism and helping behavior. Three lecture and four laboratory hours per week. Prerequisites: Biol 220, and either Biol 221 or Junior status.

cross listed: NEUR 344

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*BIOL 346: Neuroscience: Neuron to Brain*

Neuroscience, the scientific study of the nervous system, is an inherently interdisciplinary field involving multiple levels of analysis. This course serves biology students, as an elective, and neuroscience students, as the first course in the two-part core neuroscience sequence. The course explores basic concepts in brain, mind, and behavior from a sub-organismal perspective. Current issues are examined within a broad integrative

framework that begins with the cellular and molecular physiology of individual neurons. This lays the groundwork for the study of how molecules control the development of neuronal pathways and networks that underlie sensory, integrative, and motor systems. In addition, the course explores the molecular genetic basis of complex brain functions including learning, memory, affect, sleep, homeostasis, and ultimately, cognition. The accompanying laboratory provides students with hands-on experiences in the contemporary methods and experimental approaches of cellular and integrative neurophysiology. Three discussion and four laboratory hours per week. Prerequisites: BIOL 221, CHEM 116.  
cross listed: NEUR 301, BMB 346

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*BIOL 351: Personal Genetics*

The human genome comprises roughly 21,000 genes, each with its own variants and intricacies of function. A student chooses one gene in which they are personally interested (perhaps the gene causing celiac disease or breast cancer), researches and discusses the function of the gene with their peers, designs a way to clone the gene from their own cells (or from an anonymous donor), and obtains the DNA sequence of part of their gene. The project culminates in a grant proposal. The decision on which gene is studied is entirely student-driven. Other topics include the use of model organisms or cell cultures in the study of human disease, advanced mechanisms of gene editing like CRISPR-Cas9, or state of the art cancer treatments like CAR T-cell therapy. This course is a combination of four hours seminar and laboratory, and senior capstone experience will be earned with one 300-level course as prerequisite and advanced work. Prerequisites: BIOL 221, CHEM 116, and either BIOL 220 or Junior status.  
cross listed: BMB 351, NEUR 351

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*BIOL 352: From Genotype to Phenotype*

A study of the molecular basis for inheritance, particularly with respect to human traits and disorders. Topics include the structure, expression, and

segregation of genes and chromosomes, the use of model organisms in the study of human disease, genetic engineering, gene therapy, and principles of genome science. The laboratory will apply current molecular techniques to an original course-based undergraduate research experience. Three lecture and four laboratory hours per week. Prerequisites: BIOL 221, and either BIOL 220 or Junior status.

cross listed: NEUR 352, BMB 352

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*BIOL 360: Mechanisms of Neurodegeneration*

This course will examine the cellular and physiological basis of neurodegenerative diseases, including Alzheimer's disease, Parkinson's disease, Huntington's disease and prion disease. A special emphasis will be placed on investigating the primary causes of neurodegenerative diseases, such as the role of protein misfolding, genetics, and neurotransmitters. Cutting-edge primary literature will be used to provide a current understanding of neurodegeneration, as well as insights into the techniques and methods used in this field. Three lecture hours per week. Prerequisites: Biol 221, and either Biol 220 or Junior status.

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*BIOL 362: Mechanisms of Brain Dysfunction*

This course will examine the biochemical and molecular basis of both rare and common nervous system disorders that are at the frontiers of molecular medicine. Students will select from illnesses that disable processes as diverse as memory, language, cognition, sensation, movement, emotion, and homeostasis. A special emphasis will be placed on investigating the primary causes of dysfunction, such as the role of protein misfolding, genetics, and neurotransmitters. By discussing the latest primary literature students will gain current understanding of neurological and psychiatric illnesses, as well as insights into the techniques and methods used in this field. Students will seek to further new knowledge by authoring an original grant proposal. Finally, depending on the semester offered, students will serve as advanced peer mentors for first year students either enrolled in FIYS 106 or BIOL 130

courses. Prerequisites: Biol 221, and either Biol 220 or Junior status. Two 80-minute sessions per week. (This course satisfies Writing Intensive.)  
cross listed: NEUR 362, BMB 362

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*BIOL 365: The Neuroscience of Sleep*

The Neuroscience of Sleep. Why do we sleep? Despite the fact that we spend a third of our lives sleeping, neuroscience research has only just begun to answer this fundamental question. In this course, we delve into the fascinating field of brain-based research by investigating several sleep-related topics (e.g., sleep across species, the role of sleep in cognitive functions, sleep disorders, and dreaming). We explore these topics through the lens of contemporary neuroscientific work, so the majority of class time is dedicated to student-led presentations and discussions of primary research articles. Outside of class, students conduct independent research on a niche sleep-related topic, ultimately developing a thorough literature review and an original grant proposal. Prerequisites: BIOL 221 and PSYC 110 or permission of the instructor. (This course satisfies Natural Science.)  
cross listed: NEUR 365, BMB 365, PSYC 365

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*BIOL 370: Ecology*

This course examines current concepts and research in ecology at the levels of populations, communities, landscapes, ecosystems, and global processes. Emphasis will be placed on field research methods and reading of the primary literature. Lectures, discussions, and other classroom activities will be combined with field and laboratory exercises. Three classroom and four laboratory/field hours per week. Prerequisites: Biol 220, and either Biol 221 or Junior status. (Cross-listed as ES 370.)

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*BIOL 372: Pharmacology: Drug, Brain, Behavior*

In this course, we will explore ideas and principles regarding neuronal communication and drug interactions that govern behavior. We will explore communication patterns of both electrical and chemical signaling, define complex dynamics of drug distributions and identify how these processes are influenced by individual genetics. This class will also investigate the interaction between neurotransmitters and drugs at specific neuronal receptors, which will be discussed from the perspective of agonism and antagonism. We will use these principles to guide our understanding of pharmaco-therapeutics that are focused on symptom targeting. Students will also have the opportunity to discuss clinical cases and participate in the development of strategic therapeutic approaches based on current research towards the treatment of psychiatric and neurological disorders. Prerequisites: PSYC110 and BIOL221 with a grade of at least C-, or permission of instructor. cross listed: NEUR 372, PSYC 372, BMB 372

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*BIOL 373: Community Ecology*

This course will address G. Evelyn Hutchinson's foundational question: 'Why are there so many kinds of animals?' We will approach this question by studying the mechanistic drivers of biodiversity, how diversity is maintained, and the interactions between species in communities. This course will consist of a weekly seminar presentation based on a topic in community ecology interspersed with student-led discussions based on readings from foundational and modern papers related to the lecture topic. The lab will focus on quantification of biodiversity, use of computer and statistical tools to analyze ecological data, and experimental design for field studies. Lab will culminate with students designing and conducting an original field-based research project applying the skills learned in lab to a relevant hypothesis discussed in class. Three lecture and four laboratory hours per week. Prerequisites: Biol 220, and either Biol 221 or Junior status. (This course satisfies Experiential Learning.)

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*BIOL 374: Biogeography*

This course will examine patterns of biodiversity, species distributions, island biogeography, the role of the Earth's history in shaping modern species distributions, and the impact of current climate change and land use change on future species distributions. Each week students will read foundational papers in Biogeography. We will then read a recent paper that touches on the questions raised in the foundational papers, with the idea of identifying both which foundational hypotheses have been well tested and, perhaps more interestingly, which have not. By discussing the latest primary literature, students will learn how to unite concepts and information from ecology, evolutionary biology, geology, and physical geography to answer questions of importance to modern society. The lab section of the course will be focused on learning GIS techniques and how they are applied to biologically interesting questions. Students will author an original research project applying the skills learned in lab to a relevant hypothesis discussed in class. Three 50-minute discussion sessions per week plus one lab section. Prerequisites: Biol 220, and either Biol 221 or Junior status. (This course satisfies Technology Intensive.)

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*BIOL 375: Conservation Biology*

This course will examine how biological principles and information can be applied to conservation of species, ecosystems, and natural resources. Topics may include endangered species, conservation genetics, landscape and ecosystem-level conservation, restoration, biodiversity in human-influenced systems, and others. This course is scheduled to allow extended field trips and will also include lecture, discussion, and other classroom and laboratory activities. Prerequisites: Biol 220, and either Biol 221 or Junior status. cross listed: ES 375L

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*BIOL 383: Herpetology*

This course provides a thorough knowledge and understanding of reptiles and amphibians, their evolutionary relationships, taxonomic classification, and identifying characteristics, anatomy, physiology, behavior, and ecology. Special attention is paid to local species in Illinois. An emphasis on experiential learning allows students to design experiments and work with topics pertaining to conservation and care of reptiles and amphibians. Three 50-minute lectures and one four-hour lab per week are required. Prerequisite: Biol 220 or ES 220. (This course satisfies Experiential Learning.)  
cross listed: ES 383

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*BIOL 384: Plant Biology*

This course aims to provide a thorough knowledge and understanding of land and aquatic plants, photosynthetic protists and fungi, including: molecular biology; chemical organization and genetics; structures and functions of plant cells, tissues, and organs; principles of systematic botany, nomenclature, and classification; evolutionary relationships among the major groups; and the relationship between plants and their environments. An emphasis on hands-on experimentation will allow students to design experiments, analyze data, and present their results. Three 50-minute lectures and one 3-hour lab per week are required. Prerequisites: Biol 220, and either Biol 221 or Junior status.  
cross listed: ES 384

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*BIOL 386: Experimental Plant Ecology*

This course examines the ecology of plants at population, community, and ecosystem levels. We examine the interactions of plants with each other, with other organisms, and with their environments. Topics discussed include competition among plants for common resources, how plants adapt to environmental stressors, relationships between plants, pollinators, herbivores and pathogens, and the ecology of plants in urban environments. Lab projects



include experimental testing of various aspects of plant ecology using greenhouse and field experiments. Prerequisites: BIOL 220 OR ES 220.  
cross listed: ES 386

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*BIOL 387: Investigations in Neurodegeneration*

(Experimental Investigations in Neurodegeneration) The molecular and cellular basis for neurodegenerative disease is an important topic in neuroscience. Understanding the mechanisms of protein and cellular dysfunction is essential to developing therapies for these devastating disorders. This course combines an introduction to the major neurodegenerative diseases with laboratory investigations that specifically focus on Alzheimer's disease (AD) mechanisms. In lecture, we examine the major principles that connect neurodegenerative diseases and those that differentiate them, followed by an in-depth analysis of our current understanding of the molecular and biochemical contributions of amyloid beta and tau proteins and microglial cells in AD. The laboratory component utilizes a mammalian cell culture-based model system widely used in AD research. Students design and carry out novel experiments focused on ways to manipulate the secretion of amyloid beta from these cells. The lab is intended to enhance student professional development through research. Three lecture and four laboratory hours per week. Prerequisite: BIOL 221 or permission of instructor (This course satisfies Experiential Learning.)  
cross listed: NEUR 387L, BMB 387L

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*BIOL 388: The Malleable Brain*

(The Malleable Brain: Mechanisms of Neural Plasticity) This course studies the remarkable fact that the brain is malleable or changeable. Neurons are constantly altering their behavior at a cellular and molecular level to help us learn, remember, and adapt to new situations. This neuronal plasticity is an essential mechanism of the normal functioning brain but, when plasticity is aberrant, disease is likely to occur. We will examine the mechanisms of neuronal plasticity, probe current techniques utilized by researchers, and

evaluate primary research articles. We will consider how plasticity contributes to the learning and encoding of new information throughout the lifespan, as well as how aberrant plasticity contributes to disorders such as post-traumatic stress, addiction, epilepsy, and Alzheimer's disease. We also will explore how these disorders are currently treated with drugs and therapy. Prerequisites: BIOL 221 and PSYC 110 or permission of the instructor.  
cross listed: NEUR 388, PSYC 388

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*BIOL 389: Evolution*

This course will focus on the mechanisms of evolutionary change, ranging from short-term microevolutionary processes within populations to the origins of new species. Topics will include evidence for evolution, short-term microevolutionary processes, natural selection, adaptation, phylogenetic reconstruction, divergence and speciation, 'evo-devo', and human evolution. Classroom sessions will consist of lectures, discussions, and student presentations. Three lecture and four laboratory hours per week (including Field Museum trips). Prerequisites: Biol 220, and either Biol 221 or Junior status.  
cross listed: NEUR 389, BMB 389

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*BIOL 415: Sr Sem: Molecular Machines*

The ability to interpret protein and other biomolecular structural data is a key skill for anyone interested in molecular medicine, chemical biology, neuroscience, pharmacology, biology, evolution, and related fields. Recent technological advances in X-ray crystallography, cryo-electron microscopy, nuclear magnetic resonance imaging and machine learning have opened an abundance of new opportunities to solve how proteins and other biomolecules evolved to meet specific functions for living systems. After learning how protein structures are measured, students select recent protein structural discoveries relevant to their major or interests, present how those structures enable protein functions, depict protein structures, engage students in discussion, and propose new experiments based on new structural data.

Prerequisite: Open to senior Biology, Biochemistry and Molecular Biology, and Neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor. (This course satisfies Senior Studies.)  
cross listed: BMB 415, NEUR 475

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*BIOL 470: Sr Sem: Telomeres, Race, and Cancer*

(Senior Seminar: Telomeres, Race, and Cancer.) This course examines telomeres, the tips of chromosomes, which serve a variety of protective cellular functions. Shortened telomeres may lead to decreased lifespan. Telomere length reduction can also be observed in some racial groups, lower socioeconomic groups, and chronically stressed individuals. Conversely, telomeres in some aberrant cells can be lengthened by the enzyme telomerase, leading to cell immortalization and tumor formation. Telomerase is one of the hallmarks of cancer, showing elevated levels in about 90% of tumors. Specific topics depend on student interest and consist of student-led journal clubs, discussions, and a grant proposal project. Prerequisite: Open to senior Biochemistry and Molecular Biology, Biology, and Neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor. (This course satisfies Senior Studies.)  
cross listed: BMB 470, NEUR 470

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*BIOL 471: Sr Sem: Neuroscience of Movement*

(Senior Seminar: Neuroscience of Movement and Related Disorders.) Do you remember that scene in *The Matrix* where Neo downloads the ability to do karate? Ever wondered what was actually "downloaded"? This senior seminar explores the neurobiological mechanisms underlying movement generation and control. We examine how the brain plans and executes movements, the changes that happen when the brain learns new movements, and what happens when these systems go awry (such as in Parkinson's Disease, stroke, spinal cord injuries, and sensory deficits). We also discuss modern techniques to rehabilitate and enhance movement such as brain stimulation and neuro-prosthetics. Precise topics depend on student interests. Students

write an original grant proposal, based on which they would design, execute, and present a research project, along with in-class presentations of primary literature. Prerequisite: Open to senior biology and neuroscience majors who have completed core courses and at least one 300-level course in the major or by permission of the instructor. (This course satisfies Senior Studies.)  
cross listed: NEUR 471

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*BIOL 472: Sr Sem: Data Analytics in Life Sci*

(Senior Seminar: Data Analytics in Life Science Applications.) Data is increasingly becoming part of our everyday lives. Especially in the sciences, gone are the days of simply observing and instead we must be able to analyze the world around us. This senior seminar provides a foundation to working with data in the real world. Students learn to organize, analyze, visualize, and document data through hands-on experience working with existing datasets collected from biology, neuroscience, biochemistry/molecular biology and more. Students learn the basics of Python Programming Language and how to leverage it to analyze any type of dataset. Students review primary literature behind a novel data processing technique, write a registered report for their chosen dataset, then execute their analysis plan and present their findings. Prerequisite: Open to senior Biochemistry and Molecular Biology, Biology, and Neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor. (This course satisfies Senior Studies.)  
cross listed: BMB 472, NEUR 472

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*BIOL 473: Sr Sem: Biology of Extreme Plants*

(Senior Seminar: Biology of Extreme Plants.) Plants from varied evolutionary origins have colonized the most extreme environments on the planet. Some examples are the Arctic tundra with its extremely cold winters, the driest deserts in North and South America, as well as Asia and Africa, salty marshes, temperate and tropical savannas with huge fires, the highest mountains across different continents, far away islands in the middle of the

ocean, and even the canopy of the tallest forests in the tropics. This course examines the mechanisms and biological adaptations that have allowed plants to live in the most extreme environments through an in-depth analysis of the primary literature. Prerequisite: Open to senior biology majors who have completed at least one 300-level course in the major or by permission of the instructor. (This course satisfies Senior Studies.)

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*BIOL 474: The Genetic Basis of Behavior*

(Senior Seminar: The Genetic Basis of Behavior) This course examines the genes and underlying molecular mechanisms that contribute to behaviors exhibited across the animal kingdom. Special emphasis is placed on an integrative understanding of how molecular level change contributes to organism behavior, and how those changes were evolutionarily selected. Precise topics depend on student interests. Class is comprised of short lectures, discussions of primary literature, and student presentations, which support development of a significant written work over the semester. Prerequisites: Open to senior Biology, Biochemistry and Molecular Biology, and Neuroscience majors who have completed at least one 300-level course in the major or permission of the instructor. (This course satisfies Senior Studies.)

cross listed: BMB 474, NEUR 474

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*BIOL 477: Mechanisms of Neurological Disease*

(Senior Seminar: Mechanisms of Neurological Disease.) This course examines our current understanding of the molecular and cellular mechanisms that underlie neurodevelopmental disorders (i.e. autism), psychiatric disorders (i.e. depression, schizophrenia), and neurodegenerative disease (Alzheimer's, Parkinson's). Special emphasis is placed on a comparative analysis of model organism and human clinical research. Precise topics depend on student interests. Classes involve discussions of primary literature, student presentations, and short lectures. Prerequisites: Open to senior Biology, Biochemistry and Molecular Biology, and Neuroscience majors

who have completed at least one 300-level course in the major or by permission of the instructor. (This course satisfies Natural Science and Speaking Intensive.)

cross listed: BMB 477, NEUR 477

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*BIOL 478: Animal Survival Extreme Habitats*

This course examines how a variety of marine, freshwater, and terrestrial animals survive in extreme habitats. The course explores physiological, sensory, and behavioral adaptations in animals by the different types of harsh environments they inhabit – the shallowest, the deepest, the coldest, the hottest, and so on – to see how life thrives under challenging conditions. This seminar not only emphasizes animal diversity and unique adaptations, but also how scientists gather information about these animals and communicate their findings to the scientific community and general public. Classes involve discussions stemming from scientific literature, student presentations, and short lectures. (This course satisfies Senior Studies.)

cross listed: NEUR 478

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*BIOL 479: Sr Sem: Receptors and Signal Transd*

Senior Seminar: Receptors and Signal Transduction. This course is designed to provide a capstone experience for biology and neuroscience majors. It will focus on the neurobiology of sensory receptors and signal transduction mechanisms. Specific topics will depend on student interests, and may include photoreception, chemoreception, mechanoreception, electroreception, thermoreception, magnetoreception, and/or nociception. Classes will involve discussions of the primary literature, student presentations, and short lectures. Prerequisite: Open to senior biology majors who have completed at least one 300-level course in the major or by permission of the instructor.

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*BIOL 480: Neural Frontiers*

This course is designed to provide a scholarship capstone for biology and neuroscience majors. Students will explore diverse topics of their interest at the frontiers of neuroscience, one of the most active research fields of the 21st century that is regularly considered as science's final frontier. Students will select from topics as diverse as memory, language, cognition, sensation, movement, neural stem cells, and complex neurological diseases. Students will engage in the art of being a scientific scholar in three complementary ways. They will learn new knowledge by discussing the latest primary literature in journal clubs. They will seek new knowledge by authoring an original grant proposal. They will explore how a career in science extends knowledge by role-playing a world famous neuroscientist. Finally students will serve as consultants for First-Year Studies students. Prerequisite: Open to senior biology and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor. (This course satisfies Speaking Intensive.)  
cross listed: NEUR 480

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*BIOL 481: Sr Sem: Oncology*

(Senior Seminar: Oncology) This course will examine characteristics of cancer at the cellular and organismal levels, as well as investigate the current methods of treatment and prevention of cancer. This will involve intensive library research, report writing, and student led discussions and presentations. Prerequisite: Open to senior biology and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor.  
cross listed: NEUR 481

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*BIOL 482: Sr Sem: Sex and Evolution*

(Senior Seminar: Sex and Evolution) An application of evolutionary principles to understanding phenomena related to sexual reproduction. This seminar will

emphasize theory and empirical tests of theory reported in the primary literature in evolution, behavior, and genetics. Exact topics will depend on student interests. Classes will involve discussions, student presentations, and short lectures. Prerequisite: Open to senior biology and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor.  
cross listed: NEUR 482

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*BIOL 483: Sr Sem: Plant and Animal Interact*

(Senior Seminar: Plant and Animal Interactions) This course will examine the ecological and evolutionary relationships between plants and the animals that eat them, defend them, or carry their pollen or seeds. The course will address plant defenses against animals, ecological interactions among plants and animals, and relationships in a community context, using examples from tropical and marine ecosystems as well as those of North America and Europe. Particular attention will be given to changes over geological time and the central importance of these relationships in maintaining food production and conservation of biological diversity. Prerequisite: Open to senior biology majors who have completed at least one 300-level Biology course or by permission of instructor.

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*BIOL 484: Sr Sem: Biology of Extinctions*

Human-induced extinctions are proceeding at an incredible rate, which will have wide-ranging effects on current biological systems. Extinctions of human diseases have been thought of as beneficial, whereas enormous effort has been expended to protect a few survivors of disappearing plants and animals. Specific topics will depend on student interests, but may include historic patterns in extinction, historic and modern causes of extinctions, and the biological and economic implications of extinctions. Topics will be studied by analysis of the primary literature and include student-selected case studies. Classes will involve discussions, student presentations, and short lectures.



Prerequisite: Open to senior biology majors who have completed at least one 300-level course in the major or by permission of the instructor.

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*BIOL 485: Sr Sem: The Nobel Prizes*

(Senior Seminar: The Nobel Prizes: A Century of Innovation and Discovery) Koch, Fleming, Muller, Watson, Crick, von Bekesy, Golgi, and y Cajal are all Nobel Prize winners. Why are some names known to non-science students, whereas others are not even recognizable to most scientists? Every fall the Nobel Prize committee announces their awards. While their deliberations are shrouded in secrecy, the fame of the award is such that the general public often knows the names of winners. This course will examine the work and life of select prize winners in physiology/medicine and chemistry over the past 100 years. Reading will include the original work by the Novel laureates, as well as biographies and autobiographies of the winners. Discussion, presentations and papers will examine the impact of the winners' work, including a critical analysis of how important the work was at the time and how important it remains today, and why some awards were given years after the work was conducted, while others were recognized within a few years. The course will also include a history of the prize and of Alfred Nobel, and explore controversies associated with the award, including the dearth of female recipients. The semester will conclude with nominations for next year's award winners. Prerequisite: Open to senior biology, biochemistry & molecular biology, and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor.  
cross listed: NEUR 485, BMB 485

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*BIOL 486: Sr Sem: Biol Natural Hallucinogens*

(Senior Seminar: Biology of Natural Hallucinogens) A wide range of plants, fungi, and animals produce psychoactive compounds, primarily as forms of self-defense. Peyote, khat, coca, and opium are common examples of naturally occurring substances that, when ingested by humans, alter the way in which neurons interact, creating effects that vary from medicinal to toxic. An

in depth analysis of the primary literature will be used to explore and analyze the wide range of biological effects induced by these compounds, as well as the biology of the organisms producing psychoactive substances.

Prerequisite: Open to senior biology majors who have completed at least one 300-level course in the major or by permission of the instructor.

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*BIOL 487: Sr Sem: Biol Impli Climate Change*

(Senior Seminar: Biological Implications of Climate Change) As our global climate changes, it is expected that the effects on biological systems will be wide-ranging. Changes in temperature, atmospheric CO<sub>2</sub> concentrations, rainfall patterns, storm frequency and sea level have the potential to alter geographic distributions of species, change the spread of infectious diseases, reset plant phenologies, drive evolutionary change and even modify plant and animal physiology and biochemistry. An in depth analysis of primary literature will be used to explore and analyze the myriad biological effects that may occur in response to global climate change. Prerequisite: Open to senior biology majors who have completed at least one 300-level Biology course or by permission of instructor.

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*BIOL 488: Sr Sem: Cellular Basis of Disease*

(Senior Seminar: Cellular Basis of Disease) A study of the cellular and molecular basis of human disease, such as cancer or diabetes. Classes involve intensive library research, report writing, and student presentations. Open to senior Biology, Biochemistry and Molecular Biology, and Neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor. (This course satisfies Senior Studies.) cross listed: NEUR 488, BMB 488

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*BIOL 489: Sr Sem: Biology of War*

War can have devastating effects on human health and the environment. Factors considered in this course include nuclear fallout, widespread pesticide (e.g. Agent Orange), biological weapons, Post-Traumatic Stress Disorder, and natural resource availability. An analysis of primary literature will be used to explore and analyze the myriad biological effects of modern and historical warfare. Prerequisite: Open to senior biology and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor.

cross listed: NEUR 489

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*BIOL 490: Internship*

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*BIOL 493: Research Project*

Research in collaboration with a departmental faculty member. Consult with any member of the department for application information. (This course satisfies Experiential Learning.)

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*BIOL 494: Senior Thesis*

Research guided by a departmental faculty member culminating in a senior thesis, fulfilling the College's Senior Studies Requirement. Consult any member of the department for further information.

# Chemistry

## Faculty

*Nilam Shah*

Associate Professor of Chemistry  
Chair of Chemistry

*Jason Cody*

Professor of Chemistry

*William Conrad*

Assistant Professor of Chemistry

*Paul Gladen*

Associate Professor of Chemistry

*Brian Page*

Visiting Assistant Professor in Chemistry

*Erica Schultz*

Associate Professor of Chemistry

*Dawn Wiser*

Associate Professor of Chemistry

## **Requirements**

Entry to CHEM 115: Chemistry I

*(required for Chemistry, Biology and Neuroscience Majors and Minors, and health professions)*

Entering first-year students interested in chemistry (CHEM 115: Chemistry I) must take the Science Placement Assessment before registering for classes. This test consists of 20 basic algebra and spatial visualization problems, and is an established measure of readiness and likelihood of success in Chemistry I. In addition to the assessment, your high school transcript and standardized test scores will be used to determine the most appropriate starting place in chemistry for you. You will be placed in Chemistry I in the Fall Semester or in CHEM 114: Foundations of Chemistry in the Spring Semester of your first year. The Chemistry Major can be completed in four years through either of the sequences described below.

Students wishing to enter CHEM 115 in the fall of their second year and who have not completed CHEM 114 must take the Science Placement Assessment in the spring of their first year and appropriate placement will be made. Note that it is not possible to complete a Chemistry Major in three years starting with CHEM 114 in the second year.

Consult your advisor or the Chair of the Chemistry Department for further explanation.

### Major and Minor in Chemistry

The Major in Chemistry requires eight chemistry courses, two courses in calculus, and two courses in physics. The Minor in Chemistry requires a minimum of six credits, including five chemistry courses and their pre-/co-requisites. To complete the Minor, one 300-level course must be completed on campus.

Courses taken Pass-NoPass may *not* count towards the major in chemistry. Because of post-graduation evaluation by professional schools, employers, etc., all courses required for completion of the major must be recorded as grades on the transcript, including math and physics. Minors and non-majors may take chemistry courses Pass-NoPass. Note: several sequential courses in chemistry have minimum grade requirements for prerequisite courses whether taken Pass-NoPass or not; please see course descriptions for details.

The Chemistry Department will evaluate the suitability of prerequisites that students wish to satisfy via courses transferred to the College. In these cases

the department may conduct a placement assessment that will be used to evaluate students' mastery of prerequisite material. If sufficient mastery is not demonstrated, students may need to repeat the prerequisite course at the College, before continuing through the course sequence.

*Requirements for the Major:*

- Chemistry 115: Chemistry I
- Chemistry 116: Chemistry II
- Chemistry 220: Organic Chemistry I
- Chemistry 221: Organic Chemistry II
- Chemistry 320: Physical Chemistry I
- Chemistry 321: Physical Chemistry II
- 1 additional chemistry course selected from CHEM 300: Biochemistry, CHEM 340: Inorganic Chemistry, CHEM 430: Advanced Organic Chemistry, CHEM 494: Senior Thesis in Chemistry
- 2 courses in calculus: MATH 110 (Calculus I) and MATH 111 (Calculus II)
- 2 courses in physics: PHYS 110 (Introductory Physics I) and PHYS 111 (Introductory Physics II), or PHYS 120 (General Physics I) and PHYS 121 (General Physics II)
- Senior Studies, which may be satisfied by Chemistry 410: Instrumental Analysis, or Chemistry 494: Senior Thesis in Chemistry.

*Minor in Chemistry*

- Chemistry 115: Chemistry I
- Chemistry 116: Chemistry II
- Chemistry 220: Organic Chemistry I
- Chemistry 221: Organic Chemistry II
- Chemistry 300: Biochemistry (prerequisite BIOL 120) or CHEM 320: Physical Chemistry I (prerequisite: MATH 110, MATH 111,

and one year of physics – either PHYS 110 and PHYS 111, or PHYS 120 and PHYS 121)

## Recommended Chemistry major course sequences

*Beginning with CHEM 115 in Fall of the first year*

### *First Year*

Fall: CHEM 115: Chemistry I

Spring: CHEM 116: Chemistry II

(MATH 110: Calculus I and MATH 111: Calculus II to be completed by the end of the second year, encouraged in first year.)

### *Second Year*

Fall: CHEM 220: Organic Chemistry I

Spring: CHEM 221: Organic Chemistry II

### *Third Year*

Fall: CHEM 320: Physical Chemistry I, CHEM 300: Biochemistry (optional)

Spring: CHEM 321: Physical Chemistry II, CHEM 340: Inorganic Chemistry (optional)

(Introductory Physics – PHYS 110 and PHYS 111, or General Physics – PHYS 120 and PHYS 121 to be completed by end of third year)

### *Fourth Year*

Fall: CHEM 410: Instrumental Analysis, CHEM 300: Biochemistry (optional)

Spring: CHEM 340: Inorganic Chemistry (optional), CHEM 430: Advanced Organic Chemistry (optional), CHEM 494: Senior Thesis in Chemistry (optional)

Note: *O nly one* of the optional courses listed above is required, all are encouraged.

*Beginning with CHEM 114 in Fall of the 1st year or CHEM 115 in Fall of the second year*

### *First Year*

Fall: CHEM 114: Foundations of Chemistry

Spring: no requirements for chemistry major

(MATH 110: Calculus I and MATH 111: Calculus II to be completed by the end of the third year, encouraged as early as possible.)

### *Second Year*

Fall: CHEM 115: Chemistry I

Spring: CHEM 116: Chemistry II

(Introductory Physics – PHYS 110 and PHYS 111, or General Physics – PHYS 120 and PHYS 121 to be completed by end of fourth year, but recommended in second year.)

### *Third Year*

Fall: CHEM 220: Organic Chemistry I

Spring: CHEM 221: Organic Chemistry II

### *Fourth Year*

Fall: CHEM 320: Physical Chemistry I, CHEM 410: Instrumental Analysis, CHEM 300: Biochemistry (optional)

Spring: CHEM 321: Physical Chemistry II, CHEM 340: Inorganic Chemistry (optional) CHEM 430: Advanced Organic Chemistry (optional), CHEM 494: Senior Thesis in Chemistry (optional)

Note: *Only one* of the optional courses listed above is required, all are encouraged.

## **Learning Outcomes**

The expected Student Learning Outcomes for the Chemistry Department are:

1. The chemistry major will be able to demonstrate the ability to define problems clearly, develop testable hypotheses, design and execute experiments, analyze data using appropriate statistical methods, and draw appropriate conclusions.
2. The chemistry major will demonstrate appropriate laboratory skills and use of instrumentation to solve problems, while understanding the fundamental uncertainties in experimental measurements and practicing good laboratory safety procedures.
3. The chemistry major will demonstrate effective communication skills both orally and in writing for scientific presentation.



4. The chemistry major will demonstrate ability to work in groups and learn to conduct themselves responsibly as experimentalists with respect to ethics.

## **Chemistry Courses**

### *CHEM 102: Chemistry and the Environment*

Explore chemical phenomena in the world around you. Learn about the chemical cycles present throughout nature. Understand the chemistry behind current environmental issues such as air pollution, ozone depletion, global warming, acid rain, and energy sources (fossil fuels, nuclear, renewable). The relevant scientific background will be developed as needed to explain these particular topics. Lectures, discussions, and demonstrations. Not applicable toward the major or minor.

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### *CHEM 103: Our Chemical World*

This course is a descriptive examination of modern chemistry that will emphasize aspects important for students in the humanities and social sciences. Among the topics to be examined: the impact of science and technology on society; chemical change; nuclear chemistry; consumer chemistry; acids and bases; and plastics and polymers. Demonstrations and some experiments with group participation. Not applicable toward the major or minor.

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### *CHEM 104: Chem of Health and Reproduction*

(Chemistry of Human Health and Reproduction.) This course focuses on biochemical processes related to human health and reproduction. It introduces concepts necessary to understand how the structure and function of naturally occurring small molecules and pharmaceuticals modulate biological processes - with an emphasis on human health and reproduction. Topics include introduction to organic chemical structures, chemical reactivity,

structure and function of proteins, hormones, birth control, fertility treatments, and hormone replacement therapy. Additional topics may include anti-depressants, painkillers, and antibiotics. No prerequisites. (This course satisfies Natural Science.)

cross listed: GSWS 104

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*CHEM 105: The Chemistry of Art*

This course will explore fundamental principles of chemistry and the scientific method through the lens of art. The course will introduce concepts necessary for an understanding of the electromagnetic spectrum; the chemical and physical principles that help to explain color; the chemical composition and interactions of atoms and molecules as they apply to pigments, dyes, binders, glazes, paper, fabrics, and metals; as well as the chemical changes active in processes like fresco painting, etching and photography. Building on a fundamental understanding of chemical and physical principles at work in the materials used to create art, the course will culminate with an exploration of case studies in the use of technology for art conservation and/or the detection of forgeries. The course format will include lecture, some short laboratory exercises, and a field trip. No prerequisites. (This course satisfies Natural Science.)

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*CHEM 107: Developing World Thirst for Energy*

This course will introduce the concepts behind the ever-increasing global demand for energy. Through laboratory experiments, field trips, and discussions of current events, students will develop an understanding of the many issues related to meeting the world's energy needs. In particular, the dramatic economic growth in China and India raise additional issues about sustainable energy generation in the face of global imbalances in the carbon cycle.

cross listed: ASIA 107

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*CHEM 108: Environmental Chemistry*

A working knowledge of most environmental issues facing us in the twenty-first century requires an understanding of some key geochemical principles. This course introduces chemistry concepts and skills as they arise in the context of current environmental issues, including chemical cycles in nature, air pollution, ozone depletion, global warming, acid rain, energy sources, water quality, and solid waste. Students will be asked to collect and interpret their own data, as well as to use simple models to explain environmental issues from a scientific perspective. (This course satisfies Natural Science.)  
cross listed: ES 108

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*CHEM 114: Foundations of Chemistry*

Foundations of Chemistry is designed to develop fundamental study skills along with a quantitative and conceptual understanding of chemistry. This course will emphasize stoichiometry, atomic and molecular structure, and solution chemistry principles. There is no laboratory component for this course and it does not count toward the chemistry major or minor. However, the course can serve as an entrance to the major or minor. The course is intended to be a skills-building and preparatory course for subsequent enrollment into Chemistry 115. Prerequisite: Completion of a science placement test to assess quantitative skills and, for non-first year students, permission of instructor. (This course satisfies Quantitative Reasoning.)

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*CHEM 115: Chemistry I*

An introduction to and study of the fundamental concepts and principles of chemistry. Atomic and molecular structure, periodic relationships, chemical bonding, stoichiometry. Properties and theories of gases, liquids, and solids. Laboratory introduces quantitative measurements and computer applications. This course will meet admissions requirements for medical, dental, or pharmacy school. Three class meetings, one laboratory per week. Students must register for a lab. Prerequisite: Satisfactory score on the departmental

placement test to assess quantitative skills or a passing grade in Chemistry 114. Please see Chemistry Department requirements page for details. (This course satisfies Natural Science.)

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*CHEM 116: Chemistry II*

Thermodynamics and kinetics; chemical equilibria; acids, bases, and buffers; coordination compounds; descriptive chemistry of metals and nonmetals. Laboratory is both quantitative and descriptive and uses much instrumentation. Three class meetings, one laboratory per week. Prerequisite: CHEM 115. (This course satisfies Natural Science.)

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*CHEM 220: Org Chemistry I*

Organic chemistry is the study of the structure and reactivity of carbon-containing compounds. In this course we discuss the physical properties, and chemical transformations of organic compounds, placing a special emphasis on the development of a systematic rationale to account for these properties and reactions. The lecture for this course focuses on organic functional groups, nomenclature, resonance, inductive and steric effects, stereochemistry, substitution, elimination, and addition reactions. Laboratory focuses on microscale synthetic techniques, infrared and nuclear magnetic resonance spectroscopies, and gas chromatography. Three class meetings, one laboratory per week. Prerequisite: CHEM 116 or permission of the instructor. Students must also register for a lab.

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*CHEM 221: Org Chemistry II*

This course expands on the systematic understanding of organic compounds and reactions developed in CHEM 220. The lecture focuses on ethers, aromaticity, pericyclic reactions, carbonyl chemistry, polymers, and

organometallic reactions. Laboratory focuses on microscale organic synthesis, infrared and nuclear magnetic resonance spectroscopies, gas chromatography, and mass spectrometry. Three class meetings, one laboratory per week. Prerequisite: C- or better in CHEM 220 or permission of the instructor. Students must also register for a lab.

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*CHEM 300: Biochemistry*

Introduction to biochemistry at the cellular and chemical levels. Emphasis on protein structure and function, enzymes, bioenergetics, intermediary metabolism, carbohydrates, and other biological molecules. Three class meetings, one laboratory per week. Prerequisite: BIOL 120 and a C- or better in CHEM 221. Transferred CHEM221 will require a placement exam or permission of the instructor. Students must also register for a lab.  
cross listed: BMB 300

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*CHEM 320: Physical Chemistry I*

Quantum mechanics and the nature of the chemical bond. Emphasis on understanding atomic orbitals, atomic and molecular energy, and the chemical bond. Applications of molecular quantum mechanics; spectroscopy and computational chemistry. Laboratory focuses on experiments that led to the development of quantum mechanics, molecular modeling, and spectroscopy. Three class meetings, one laboratory per week. Prerequisites: CHEM 221, MATH 111 or MATH 116; prerequisite or corequisite: PHYS 110 or PHYS 120. Students must also register for a lab. (This course satisfies Technology Intensive.)  
cross listed: BMB 320

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*CHEM 321: Physical Chemistry II*

The course explores the energy, dynamic behavior, and properties of large groups of molecules. Content includes the behavior of non-ideal gases, the kinetic theory of gases, thermodynamics, chemical kinetics, and reaction-rate theory. The laboratory focuses on kinetics and thermodynamics with a culminating independent project-based experience. Prerequisite: CHEM 221 and MATH 111 or MATH 116. Prerequisite or corequisite: PHYS 111 or PHYS 121. (This course satisfies Experiential Learning and Technology Intensive.)  
cross listed: BMB 321

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*CHEM 340: Inorganic Chemistry*

Relationship among structure, properties, and chemical reactivity of elements from the entire periodic table. Molecular bonding theories, molecular symmetry and group theory, solid-state materials, transition-metal complexes, catalysts, and bioinorganic molecules. Laboratory work includes synthesis, spectroscopy, X-ray diffraction, and inert-atmosphere techniques. Two class meetings and one laboratory per week. Prerequisite or corequisite: CHEM 321.

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*CHEM 410: Instrumental Analysis*

Theory and techniques of instrumentation used in modern chemical analysis. Optical spectroscopy (UV-Vis, fluorescence, FT-IR, Raman), NMR, mass spectrometry, electroanalytical chemistry, and modern separation techniques (GC, HPLC, and electrophoresis). Laboratory experiments will include most modern instrumental methods and culminate in an independent project. Three class meetings, one laboratory per week. Satisfies the Senior Studies Requirement. Prerequisite (or corequisite with permission of the instructor): CHEM 320. Students must also register for a lab. (This course satisfies Experiential Learning.)

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*CHEM 430: Advanced Organic Chemistry*

Building on the concepts from Organic Chemistry I and II (CHEM 220 and 221), this course offers an extended treatment of the topics of organic chemistry. Stereochemistry, radical chemistry, pericyclic reactions and named reactions used in modern organic synthesis will be emphasized. Course notes will be supplemented by readings from the primary literature. Prerequisite: CHEM 221. (This course satisfies Speaking Intensive.)

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*CHEM 493: Research Project*

Independent research guided by a faculty advisor. Research areas include organic synthesis; organometallic catalysis; enzyme inhibition; X-ray crystallography; computational chemistry; molecular modeling; solid state chemistry; and spectroscopic studies of air pollution. (This course satisfies Experiential Learning.)

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*CHEM 494: Senior Thesis*

An extensive, in-depth, independent research project with faculty guidance. Includes a formal written dissertation and oral presentation. Satisfies the Senior Studies Requirement.

# Cinema Studies

## Faculty

*David Park*

Professor of Communication  
Chair of Cinema Studies (fall)

*Elizabeth Benacka*

Associate Professor of Communication  
Chair of Cinema Studies (spring)

*Daw-Nay Evans*

Associate Professor of Philosophy

*Cynthia Hahn*

Professor of French

*Linda Horwitz*

Professor of Communication

*Chloe Johnston*

Associate Professor of Theater and Performance Studies

*Janet McCracken*

Professor of Philosophy

*Gizella Meneses*

Professor of Spanish and Latin American and Latinx Studies



*Donald Meyer*

Professor of Music

*Richard Pettengill*

Associate Professor of English and Theater

*Ying Wu*

Assistant Professor of Chinese

### **Minor in Cinema Studies**

No major is available.

*Requirements for the Minor:*

At least 6 credits

- Communication 212: Visual Rhetoric (*required*), formerly COMM 112: Introduction to Visual Communication
- Cinema Studies 175: Introduction to Film Studies (*required*), formerly COMM 275 Introduction to Film Studies
- 4 elective courses chosen from:
  - Art 155: Stop Motion Animation
  - Art 243: Video, Sound, and Electronic Art
  - Art 343: Advanced Video, Sound, and Electronic Art
  - Chinese 232: Chinese Cinema (formerly CHIN 333)
  - Cinema Studies 200: Film Editing
  - Cinema Studies 201: Narrative Filmmaking
  - Cinema Studies 202: Documentary Filmmaking

- Cinema Studies 210: Wonder Women: Gender, Geek Culture, and the Hollywood Blockbuster
- Cinema Studies 280: Subversive Cinema: Pictures at a Revolution
- Cinema Studies 371: Music Video Production
- Cinema Studies 381: The Movies of Wilder and Hitchcock
- Cinema Studies 382: Reel Journalism: Hollywood and the Newsroom
- Communication 376: Queer Cinema
- Communication 390: Communication Internship – production-based (for 1 credit)
- Education 344: Africa in Films: Language, Education, Development
- Education 346: Africa in Films: Gender, Education, and Development
- French 230: French Literature and Cinema
- French 338: Cinéma Français
- History 360: History and the Moving Image
- Music 266: Music in Film
- Philosophy 258: Fight the Power
- Philosophy 301: Romantic Comedies and Philosophy of Love
- Philosophy 302: Philosophical Issues in Documentary Film
- Philosophy 304: Philosophy of Film
- Religion 185: Film and Religion
- Religion 245: Film and Religion: Asia and America
- Sociology & Anthropology 286: Social Structure and Culture Through Film
- Spanish 333: Cine e Historia en América Latina

- Spanish 334: Cine Español
- Spanish 336: Latin American Film
- Spanish 338: Cine Latinoamericano
- Spanish 380: Fiction, Film, and Society in Latin America
- Theater 240: Shakespeare on Film
- Theater 320: Acting for the Camera

A maximum of three courses from any one department may count for the minor.

The minor also strongly recommends but does not require a production component.

Students majoring in Communication with a minor in Cinema Studies may double-count a maximum of two courses.

### **Learning Outcomes**

1. The Cinema Studies minor will be able to conduct a formal analysis of a film, addressing the use of the film techniques, correctly using formal film terminology, and applying film theories.
2. The Cinema Studies minor will be able to demonstrate an understanding of the cultural, historical, and cinematic influences on a film or set of films.
3. The Cinema Studies minor will be able to be proficient at pre-production, production, and post-production processes in filmmaking.

### **Cinema Studies Courses**

*CINE 130: American Stage Design*

What is the role of scenic design in performance? What are the basic elements of all design? How can we utilize design as a process for discovery and a method of inquiry? Throughout this introductory course, we analyze aesthetic choices of major scenic designers throughout the history of

American theater using the elements and principles of design as a basis for conversation. We also discuss the important role that the set plays to help elevate the story being told on stage. As a half-credit course, under the Forester Fundamental Curriculum, this course meets one-half of the Creative & Performing Arts requirement. No prerequisites. (This course satisfies Creative & Performing Arts.)  
cross listed: THTR 130

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*CINE 140: Costumes and Identity*

The clothing that we choose to wear reveals a great deal about our identity. Our choices are shaped by our understanding of race, class, sexuality, gender—and how we want to convey who we are. In this course, students explore the performative nature of costume and fashion in theatre, art, media, popular culture, and everyday life. The course includes readings, discussions with guest speakers, and writing assignments. Students analyze historical costumes/fashion from samples of well-known film and theatre works with a focus on identity politics. Assignments include in-class presentations and discussion, and a costume research project. As a half-credit course, under the Forester Fundamental Curriculum, this course meets one-half of the Creative & Performing Arts requirement. No prerequisites. (This course satisfies Creative & Performing Arts.)  
cross listed: THTR 140

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*CINE 155: Stop Motion Animation*

This course is an introduction to basic animation principles for students with little or no animation experience, using a camera or mobile phone and minimal equipment. Through demonstrations and short exercises students become familiar with a variety of animation techniques, including storyboarding, lighting, shooting, editing, image-capturing software and puppet building methods. Unorthodox and alternative approaches to stop motion animation are also covered such as back-lit clay on glass, single-page surface alteration, and special effects using pixilation. Cost of materials is not included in tuition;

it will be billed upon enrollment and is not refundable. No prerequisites. (This course satisfies Creative & Performing Arts and Technology Intensive.)  
cross listed: ART 155

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*CINE 175: Introduction to Film Studies*

This course addresses basic topics in cinema studies, including: cinema technique, film production style, the basic language of film criticism, genres of cinema, movements from the history of cinema, and film criticism. Many topics are addressed through careful analysis of particularly important and representative films and directors. No prerequisites. (This course satisfies Humanities and Writing Intensive.)  
cross listed: AMER 175

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*CINE 185: Film and Religion*

Viewing films as meaningful texts, this course examines the perspectives offered by Asian and American filmmakers on such religious questions as: What does it mean to be human? How does death inform the living of life? How do values shape relationships? What is community and how is it created? What is ethical behavior? The range of films explored here function as vehicles for entering religious worldviews, communicating societal values, and probing different responses to the question of how to live a meaningful life. No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: RELG 185, ASIA 185

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*CINE 200: Film Editing*

This course focuses on different theories and approaches in film editing. It examines the techniques and aesthetic principles of editing of various

filmmakers in film history. This class also provides practical experiences for students, who are assigned creative video editing projects. No prerequisites. (This course satisfies Creative & Performing Arts and Technology Intensive.)

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*CINE 201: Narrative Filmmaking*

This course gives students experience in narrative film production through use of practical projects. The course also provides an understanding of the basic terms and elements of narrative films. Students are introduced to the preproduction, production and post-production steps of narrative filmmaking while they explore the fundamentals of narrative film structure and production. No prerequisites. (This course satisfies Creative & Performing Arts and Technology Intensive.)

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*CINE 202: Documentary Filmmaking*

This course gives students experience in documentary film production and provides an understanding of different forms, methods, and features of documentary films. Students are introduced to the preproduction, production, and post production steps of documentary filmmaking while they explore the historical and contemporary issues of the documentary film field through academic texts and key films. No prerequisites. (This course satisfies Creative & Performing Arts and Technology Intensive.)

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*CINE 210: Gender, Geek Culture, and Hollywood*

(Wonder Women: Gender, Geek Culture, and the Hollywood Blockbuster)  
Women are engaged with all kinds of fandoms, attending conventions, gaming, cosplaying, and seeking representation on the screen like never before. Responses from the male-dominated community have been varied, and in cases like Gamergate and the response to the 2016 Ghostbusters

reboot, unwelcoming and threatening. In this course, we will consider the history and formation of a cinematic Geek Culture and the evolving role women have played as subjects, consumers, and producers of all things geeky. We will pay particular attention to films from the past thirty years. Course viewing may include: Wonder Woman, Mad Max: Fury Road, the Alien franchise, The Hunger Games, Ghost in the Shell, and others. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

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*CINE 230: French Literature and Cinema*

(The Art of Adapting: French Literature and Cinema) This course, taught in English, compares French literary works, both historical and contemporary, and their cinematic adaptations. The course addresses whether the author's literary style is reflected in or displaced by the cinematic style of the film directors studied. Students pay attention to the translation across genres (literature to film), across language and culture (example of American remakes), and across history (a historical period depicted in a modern cinematic era). This course is discussion-based and acquaints students with cinematic terms used to interpret the genre. All readings, discussions, and assignments will be in English with an option for French majors to complete reading and writing in French. No prerequisites. (This course satisfies Global Perspective and Speaking Intensive.)

cross listed: FREN 230, LCTR 233

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*CINE 232: Chinese Cinema in English*

This course provides a historical, critical, and theoretical survey of Chinese cinema, broadly defined to include films from Mainland China, Hong Kong, and Taiwan. We will look at the specific political, social, economic, technological and aesthetic factors that have influenced the shape and character of Chinese cinema over the last century. We will discuss a range of works by internationally directors, including Zhang Yimou, Feng Xiaogang, Stephen Chow, Ang Lee, etc. As this course serves as a general introduction to Chinese film, it is intended for students who have little or no knowledge of

China. All films screened for the course have English subtitles, so no knowledge of the Chinese language is required. . (This course satisfies Humanities and Global Perspective.)  
cross listed: CHIN 232, ASIA 232, LCTR 232

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*CINE 236: Latin American Film in English*

Taught in English. An interdisciplinary study of Latin American film, from multiple perspectives: artistic, historical, political, and socio-economic. This course will highlight the artistic achievements of Latin American filmmakers from Argentina, Brazil, Chile, and Mexico. We will use selected readings from original works for films that are based on fiction. A number of films have been Academy Award nominees or winners. Further readings will include a history of Latin American cinema, movie reviews, and interviews with directors. The course will scrutinize the links among cultural phenomena, socio-political events, and the art of filmmaking. No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: SPAN 236, LNAM 236, LCTR 236

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*CINE 237: Identity/Memory Spanish Film*

(Identity and Memory in Contemporary Spanish Film.) Through the study of a selection of films and documentaries stretching from late Francoism through the Transición, until the 2008 economic crisis, this course provides a critical examination of the history and poetics of cinema in Spain, with particular attention to the relation between the representation of identity and the recovery of traumatic memory in contemporary culture. Regarding identity, this course addresses questions of national and regional identity (Spanish, Basque, and Catalan contexts), as well as the role of gender and sexual identity throughout late Francoism, the Transición, and democratic state. We also analyze how the directions problematize memory, especially traumatic memory, through their films. No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: SPAN 237, GSWS 237



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*CINE 240: Shakespeare on Film*

This course will focus on major cinematic adaptations of Shakespeare's plays, with attention both to the original texts and to the process of transferring them to the new medium by film directors. We will pay special attention to plays that have been filmed a number of times, so that we can develop useful comparisons: *Richard III* (Olivier, Loncraine), *Romeo and Juliet* (Zeffirelli, Luhrmann, *Shakespeare in Love*), *Henry V* (Olivier, Branagh), *Hamlet* (Olivier, Zeffirelli, Almereyda), and *Macbeth* (Polanski, Kurzel). Major goals will be to develop our ability to do close readings of both the original texts and the films, to do creative film adaptation projects, and to develop effective ways of expressing both our analytical and our creative ideas. No prerequisites. (This course satisfies Humanities.)  
cross listed: THTR 240, ENGL 239

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*CINE 243: Video, Sound, and Electronic Art*

(Time-Based Media: Video, Sound and Electronic Art) This is an introductory course to time-based media and electronics that help students develop skills and techniques in professional video, sound, and electronic production software and hardware. By putting technology and new media to use in such forms as experimental documentary, video projection, sound installation, and electronic interactivity, we explore the potential of contemporary art practices within and beyond galleries and museums. Once equipped with the professional and creative practices learned in this course, students will have important and highly sought-after skills in a variety of fields including art and technology. No prerequisites. Course Fee Applies. (This course satisfies Creative & Performing Arts and Technology Intensive.)  
cross listed: ART 243

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*CINE 258: Fight the Power*

(Fight the Power: Spike Lee's Black Aesthetics.) As one of the greatest filmmakers of all time, Spike Lee is both loathed and loved. His films challenge the stereotypes and paternalistic assumptions about African Americans that have become sacrosanct in America's popular imagination. We will explore how the aesthetic representation of race, class, and gender in Spike Lee's filmography have helped create a new genre of film called African American noir. In so doing, we will watch several of Spike Lee's films, documentary projects, and television ads. Ultimately, our goal will be to appreciate Lee's cinematic technique, examine his critique of white supremacy, and consider the cultural and historical events that have shaped his artistic vision. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: PHIL 258, AFAM 258

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*CINE 260: Design: Stage and Screen*

(Design for Stage and Screen.) This course is an introduction to the processes and principles of design. It covers the development of a design concept through script reading and analysis; the discussion and analysis of professional set, costume, lighting, and sound designs; training in basic drafting skills; and lecture information on theater and film technology and terminology. Several design projects are coupled with text readings and hands-on work with lighting instruments, and sound and lighting control systems. No prerequisites. (This course satisfies Creative & Performing Arts.)  
cross listed: THTR 260

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*CINE 266: Music in Film*

Music has played an important part of the movie-going experience since the beginnings of the film industry in the 1890's, and the blending of music and drama has deeper roots still. This course charts the development of music and sound in film, from these deep roots through the mis-named silent-movie era and on to the great film composers of the twentieth century and today.

Students will learn the fundamental elements of a film score, investigate how a film composer works, and develop a vocabulary for describing and assessing film music. No prior knowledge of music or film history is necessary. (This course satisfies Humanities.)  
cross listed: MUSC 266, AMER 266

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*CINE 280: Subversive Cinema*

(Subversive Cinema: Pictures at a Revolution) This course explores the connections between movies and social politics with an emphasis on subversive and cult films. We view films such as *Heathers*, *Fight Club*, *Sorry to Bother You*, and *Parasite*. We explore the nature of cinematic revolution and its relationship to various historical moments. We seek to answer questions about visual culture and its relationship to our collective imagination. We consider the place of movies in how we consider themes such as gender, race, oppression, sexual politics, and democracy. No prerequisites. (This course satisfies Humanities.)

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*CINE 281: Movies and Mental Illness*

Mental health disorders are a leading cause of disability in the United States and there are many misconceptions about psychiatric illnesses. This course analyzes movies, books, and other media related to mental illness from a psychological perspective to help students develop a basic awareness and understanding of diagnostic criteria for common mental health disorders, including anxiety and depression, and to reflect on how various media shapes our attitudes and beliefs concerning mental illness. No prerequisites.

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*CINE 286: Soc Structure & Culture thru Film*

(Social Structure and Culture Through Film) This course combines a historical survey of narrative films and an overview of international schools of filmmaking and couches them in a sociological framework. The questions of treatment of the other (races and nations), totalitarianism, revolution, militarism, deviance, various views of human nature, and utopias and dystopias portrayed in cinema will be addressed. Prerequisite: SOAN 110. Required: an additional weekly lab session for viewing movies. (This course satisfies Social Science.)  
cross listed: SOAN 286

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*CINE 301: Romantic Comedies & Phil of Love*

(Romantic Comedies and Philosophy of Love) Why do we like to watch romantic comedies? What's satisfying about them, even when they're not great films? Film theorist Leo Braudy claimed that 'genre [film] ... always involves a complex relation between the compulsions of the past and the freedoms of the present. ... [They] affect their audience ... by their ability to express the warring traditions in society and the social importance of understanding convention.' In this course, following Braudy, we will investigate the relationship between the film genre of romantic comedy and age-old thinking about love, marriage, and romance. We'll read some ancient and modern philosophy of love, as well as some relevant film theory, and watch and discuss an array of romantic comedies, trying to unpack what we really believe about love. Prerequisite: One Philosophy course or permission of the instructor. ('Genre: The Conventions of Connection,' Film Theory and Criticism, eds. Leo Braudy and Marshall Cohen. New York: Oxford U. Press, 538).  
cross listed: PHIL 301, GSWS 301

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*CINE 302: Philos Issues in Documentary Film*

(Philosophical Issues in Documentary Film) What is a documentary film? What does it mean for a movie to be 'non-fiction'? In this course, we will view and discuss a number of documentary films, e.g., those of Robert Flaherty, Leni Riefenstahl, Claude Lanzmann, Albert Maysles, Erroll Morris, and Seth Gordon. We'll also read some aesthetic and film theory, to try to understand what about these films is and is not 'true,' 'good' or 'beautiful.' Prerequisite: One Philosophy course or permission of the instructor.  
cross listed: PHIL 302

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*CINE 304: Philosophy of Film*

In this course, students consider the aesthetics of moving pictures: What is most "cinematic" about cinema? What is its relation to reality? Is cinema "high art" or "low art?" What are the secrets behind "movie magic"? What is the function of genre in film? Readings may include Eisenstein, Arnheim, Kracauer, Braudy, Bazin, Cavell, Carroll, Bordwell. Of course, we consider application of theory by viewing a number of movies. Prerequisite: One Philosophy or Cinema Studies course. (This course satisfies Writing Intensive.)  
cross listed: PHIL 304

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*CINE 320: Acting for the Camera*

This course is an exploration of the acting techniques required in film, television, and other media. Knowledge and understanding of film techniques, vocabulary, and genre styles is accomplished through viewing and analysis of modern and contemporary film works from the early twentieth century to the present by noted authors and filmmakers. Acting projects center on the performance of scenes, monologues, voice-overs, and commercials. Other projects include written script and character analysis, daily actor journals, and in-depth critiques of self and peer performances. Papers of analysis on films viewed in and out of class and other research projects including adaptation of

texts and acting styles for the screen are also required. No prerequisites. (This course satisfies Creative & Performing Arts.)  
cross listed: THTR 320

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*CINE 337: Cine e Historia en América Latina*

The course examines the ways that movies view historical events and periods, while at the same time shaping public perception of those events and periods in Latin America. Examples of topics are the Conquest of the Americas, the legacy of Peron, the Castro and post-Castro eras in Cuba, the Catholic Church in Mexico, dictatorship and democracy in Brazil and Chile, and narco-trafficking. The basic format will be discussion with occasional interactive lectures. Readings will include essays on cinema and history. Students will view films mostly in DVD format from several countries. Assignments will include short essays, oral presentations, and a midterm and a final exam. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor.(Counts toward the Spanish major and minor. ) (This course satisfies Global Perspective.)  
cross listed: SPAN 333, LNAM 333

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*CINE 338: Cinéma Français*

This interdisciplinary course provides an overview of French cinematic history, with an emphasis on how French films and movements represent various social and political concerns of their time period. Film will be studied as an art form and cultural text to be interpreted, and films by major directors will illustrate key cinematic concepts and themes. Readings will address the socio-political context, from French film beginnings to the complexity of post-colonial French identity and cultural globalization depicted in contemporary French and Francophone films. This course is discussion-based, with occasional lectures, is taught in French, and will acquaint students with cinematic terms used to interpret the genre. Prerequisite: FREN212 or equivalent. Not open to students who have completed FREN 333: French

Culture Through Film in English. (This course satisfies Global Perspective.)  
cross listed: FREN 338

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*CINE 339: Cine Español*

An interdisciplinary study of Spanish film, from multiple perspectives: artistic, historical, political, and socio-economic. This course will highlight the artistic achievements of Spanish filmmakers from several periods, including Luis Buñuel, Carlos Saura, and Pedro Almodovar. Readings will include essays on film history, the language of cinema, movie reviews, and interviews with directors. The course will scrutinize the links among cultural phenomena, socio-political events, and the art of filmmaking. Films will be treated as complex aesthetic objects whose language does not merely photograph socio-historical reality but transfigures it. The course will also consider Spain in its broadest Iberian sense and will include films in Catalan, Galician, and Portuguese. Classes will be based mainly on discussion interspersed with occasional lectures. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (This course satisfies Global Perspective.)  
cross listed: SPAN 334, LNAM 334

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*CINE 340: Africa in Films: Pol., Edu., & Dev.*

(Africa in Films: Politics, Education, and Development.) Africa is an enigma in global imagination. This course uses film as lens to explore historical, cultural, political, and theoretical perspectives on education and social change in African societies. Specifically, it examines the role of politics in the broader contexts education and international development. Key themes--such as tradition and modernity, culture and identity, power and politics, demography and ecology, gods and technology--all draw from historical and contemporary representations of Africa in films to deepen our understanding of the complex origins of humanity and its relationship with rest of the world. Class sessions feature films in/on Africa and discussions on select themes relating to indigenous political institutions, empire, the state, international relations, education, and social change. No prerequisites. (This course satisfies Social

Science and Global Perspective.)  
cross listed: EDUC 340

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*CINE 341: Cine Latinoamericano*

An interdisciplinary study of Latin American film, from multiple perspectives: artistic, historical, political, and socio-economic. This course will highlight the artistic achievements of Latin American filmmakers from Argentina, Brazil, Chile, and Mexico. We will use selected readings from original works for films that are based on fiction. A number of films have been Academy Award nominees or winners. Further readings will include a history of Latin American cinema, movie reviews, and interviews with directors. The course will scrutinize the links among cultural phenomena, socio-political events, and the art of filmmaking. Films will be treated as complex aesthetic objects whose language does not merely photograph socio-historical reality but transfigures it. Classes will be based mainly on discussion interspersed with occasional lectures. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (This course satisfies Global Perspective.)  
cross listed: SPAN 338, LNAM 338

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*CINE 343: Adv, Video, Sound & Electronic Art*

(Advanced Video, Sound, and Electronic Art) This course further enriches and helps develop new skills and techniques in professional video, sound, and electronic production software and hardware. Using technology and new media as a means to produce compelling works of art, this project based studio course allows student to work on extensive and complex time-based projects. Students taking ART 343 are expected to know the fundamentals of video and sound production and post-production. The course emphasizes completion, craftsmanship, and presentation through well designed video, sound and electronic art installation practices. The course also includes an overview of media art history and theory. Completion of both CINE 243 in combination with CINE 343 helps prepare students for an exciting array of professional possibilities in media, arts, and technology. Prerequisite: CINE



243. (This course satisfies Creative & Performing Arts and Technology Intensive.)  
cross listed: ART 343

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*CINE 344: Africa in Films: Lang., Educ., Dev.*

(Africa in Films: Language, Education, Development.) Africa is an enigma in global imagination. This course uses films as lenses to explore historical, cultural, political, and theoretical perspectives on education and social change in African societies. Specifically, it examines language policies and linguistic practices in learning contexts and in the broader context of global development. Key themes--such as tradition and modernity, orality and literacy, communication and conflict, culture and identity, power and politics, demography and ecology, gods and technology--all draw from historical and contemporary representations of Africa in films to deepen our understanding of the complex origins of humanity and its connection to rest of the world. Class sessions feature films in/on Africa and discussions on select themes. No prerequisites. (This course satisfies Social Science and Global Perspective.)  
cross listed: EDUC 344

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*CINE 346: Africa in Films: Gender, Edu., Dev.*

(Africa in Films: Gender, Education, and Development.) Africa is an enigma in global imagination. This course uses film as lens to explore historical, cultural, political, and theoretical perspectives on education and social change in African societies. Specifically, it examines gender mainstreaming and global education norm making in the broader contexts international development. Key themes--such as tradition and modernity, heteropatriarchy, culture and identity, power and politics, demography and ecology, gods and technology--all draw from historical and contemporary representations of Africa in films to deepen our understanding of the complex origins of humanity and its connection to rest of the world. Class sessions feature films in/on Africa and discussions on select themes. No prerequisites. (This course satisfies Social

Science and Global Perspective.)  
cross listed: EDUC 346, GSWS 346

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*CINE 360: History and the Moving Image*

This course explores the role of moving images (film, television, internet) in understanding history as both collective process and contested interpretation. The course will integrate a discussion of recent historical methodologies concerning moving images, with examples from a variety of forms, including historical epics, documentaries, propaganda, television series, literary adaptations, and biographies. Special emphasis will be placed upon the ambiguities of historical context, including the time of production, the period depicted, and changing audiences over time. Topics include: 'Feudal Codes of Conduct in Democratic Societies,' 'Film as Foundation Myth for Totalitarian Ideologies' and 'Situation Comedy of the 1970s as Social History.'

Prerequisite: Two history courses or permission of the instructor.  
cross listed: HIST 360, AMER 340

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*CINE 371: Music Video Production*

This course examines the history, style, techniques, and structural language of music videos and focuses on the preproduction, production, and post production process of music video-making. In this course the students explore the cultural and artistic effects of music videos while they create their own music videos. Prerequisite: CINE 175 or CINE 201 or CINE 202. (This course satisfies Creative & Performing Arts and Technology Intensive.)

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*CINE 376: Queer Cinema*

This course will focus on queer cinema--films that not only challenge prevailing sexual norms, but also seek to undermine the categories of gender

and sex. Gender and sexual norms are perpetuated and challenged through notions of visibility, a key tactic in the fight for societal acceptance and civil rights. How sexuality is made visible and invisible will serve as a central focus in our analysis of queer film and media, focusing primarily on explicit representations of GLBTQ characters. Through feminist and queer theory, film theory and cultural criticism, we will analyze the contested relationships between spectators and texts, identity and commodities, realism and fantasy, activism and entertainment, desire and politics. Prerequisite: COMM 255, COMM 275, or permission of instructor. (This course satisfies Domestic Pluralism.)

cross listed: COMM 376, GSWS 376

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*CINE 380: Cine, Literatura y Sociedad Amr Lat*

(Cine, Literatura y Sociedad Am?ca Latina ) This course is an interdisciplinary study of Latin American societies, focusing on film and literature from multiple perspectives: artistic, historical, political, and socio-economic. The seminar will highlight the magisterial artistic achievements of Latin American novelists, short story writers, and playwrights and film adaptations of their works. It will scrutinize the links between socio-political events and artistic production. Seminar materials will include films, chapters from novels, short stories, plays, and readings on film, social issues, and politics. The basic format will be discussion with occasional interactive lectures. Assignments will include short essays, oral presentations, and a final exam. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (This course satisfies Global Perspective and Writing Intensive.)

cross listed: SPAN 380, LNAM 380

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*CINE 381: The Movies of Wilder and Hitchcock*

("How Beautifully Made": The Movies of Billy Wilder and Alfred Hitchcock.) In June 1960, Alfred Hitchcock sent this letter to Billy Wilder: "I saw THE APARTMENT the other day. I cannot tell you how much I enjoyed it and how beautifully made. I felt this so much that I was impelled to drop you this note."

Two meticulous directors with dark senses of humor and interest in the darker sides of the human psyche, Wilder and Hitchcock will help us understand how great movies are made. In this course we will watch, read about, and discuss several of each director's best movies, comparing and contrasting as we go. No prerequisites. (This course satisfies Humanities.)

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*CINE 382: Reel Journalism: Hollywood & News*

(Reel Journalism: Hollywood and the Newsroom.) The news media has been a popular subject for Hollywood since the inception of filmmaking. Whether it's the story pursued by journalists or reporters' own narratives, movies such as *Citizen Kane*, *All The President's Men*, *Good Night & Good Luck*, and, most recently, *Spotlight* won awards, entertained millions, and grossed millions more at the box office. In this course, we observe how ethical standards are portrayed on the big screen and explore filmmaking techniques and metaphors. Students also will gain perspectives of important U.S. history that continue to be relevant in current events. No prerequisites. (This course satisfies Humanities.)

# Classical Studies

## Faculty

*David Boden*

Associate Professor of Sociology  
Chair of Classical Studies

*Linda Horwitz*

Professor of Communication

*Janet McCracken*

Professor of Philosophy

*Anna Trumbore Jones*

Professor of History

*Richard Pettengill*

Associate Professor of English and Theater

*Ahmad Sadri*

Gorter Professor of Islamic World Studies and Professor of Sociology

PLEASE NOTE: the Greece program is currently under review. In the review interim, students may complete the Classical Studies minor through a combination of credits from a study abroad program in Greece and elective courses on campus. For example, a student might obtain 3-4 credits from a study abroad program in Greece and 2 credits from on-campus electives (for electives, see 'COURSE DESCRIPTIONS' and below). Students may also obtain 1 on-campus credit through tutorial work or a research project (these options require approval of program chair).

For study abroad programs in Greece, please see Alexandra Olson, Coordinator of the Global Engagement Office, Stuart Commons, Room 200.

### Minor in Classical Studies

The Minor in Classical Studies has a six-credit requirement that is fulfilled through an innovative combination of on-site study in Greece and course work on campus. No major exists in this program area.

The on-site component is provided by the College's unique Program in Greece, which explores the art and culture of Greek civilizations from the Bronze Age, through the Classical Period, and into the Byzantine Era. As a traveling program, classes are held at archaeological sites and in museums, which range from Agamemnon's citadel at Mycenae and the Minoan palace of Knossos, to the Acropolis of Periclean Athens, the Agora where Socrates engaged in philosophical debates, Apollo's oracle at Delphi and the Orthodox monasteries of Meteora and Mistra.

An on-campus track offers exposure to the literature, history and thought of Greece and Rome, combined with an on-campus survey of the art of these periods. Please consult the program chair for details.

#### *Requirements for the Minor:*

Students completing the minor receive 4 credits for participation in the Lake Forest Program in Greece and 2 credits from elective courses taken on campus. There is no language requirement for the minor, but for interested students and those with prior classical language study familiarity with either ancient Greek or Latin is encouraged.

Students pursuing the minor in Classical Studies should apply to participate in the Lake Forest College Program in Greece during their sophomore or junior year. The program takes place every year during (and beyond) the spring semester. The program consists of a six-week on-campus preparatory course, and three courses conducted during travels throughout Greece from mid-March until the end of May.

Program in Greece On-Campus (prerequisite) course:

- Greek Civilizations 201: Ancient Greece: Life, Thought, and the Arts

Program in Greece On-Site component (in Greece):

- Greek Civilizations 202: Greece in the Bronze Age
- Greek Civilizations 203: Greece in the Classical-Roman Ages
- Greek Civilizations 204: Greece in the Byzantine-Medieval Ages

On-Campus elective courses:

- In addition to these 4 credits from the Program in Greece component, students obtaining the minor in Classical Studies select 2 additional courses from the following list:
  - Art 210: Ancient Art
  - History 204: Roman History
  - History 210: Greek History
  - Philosophy 290: Ancient Philosophy
  - Classical Studies 250: Classical Rhetorical Tradition (Cross-listed as Communication 250)
  - Classical Studies 275: Greek Greats
  - Sociology and Anthropology 216: Introduction to Archaeology
  - An appropriate tutorial or research project, approved by the Classical Studies program chair
  - Other, less frequently offered courses may also fulfill the elective requirement. Please consult the program chair to determine which courses are appropriate for this credit.

## Learning Outcomes

The expected Student Learning Outcomes for the Classical Studies Program are:

1. The Classical Studies minor student will be able to demonstrate an understanding of the major epochs of Greek and/or Roman antiquity, including

the broad span of either or both of these cultures as distinct and unique cultural-historical entities among other ancient civilizations in the Mediterranean area and Near East, and within specific areas of student disciplinary specialization (e.g. art, history, archaeology, politics, philosophy, religion, sociology, anthropology, museum studies & etc.), and the defining characteristics of ancient Greek and/or Roman civilization in antiquity.

2. Classical Studies minors will demonstrate a familiarity with the principles and practices of archaeology; be able to understand archaeological sites and their schematic representations based on topographical site plans; and relate critical archaeological inquiry to other disciplines and courses of study fundamental to an understanding of ancient Greece or Rome, or, comparatively, other ancient cultures and civilizations.

3. The Classical Studies minor will demonstrate an understanding of the uniqueness, innovations and legacy of Graeco-Roman antiquity in relation to later civilizations (the 'western tradition' and its opponents), including subsequent Greek cultures and modern institutions, styles, principles and values dominant in the West and (where applicable) in non-Western cultures.

4. After participation in a study-abroad program in Greece, the Classical Studies minor will be able to demonstrate research skills, critical thinking and writing skills. He or she will be able to make cogent reflections on the experience in another culture as well as connections to her or his on-campus program of studies or other aspects of her or his academic career.

### **Classical Studies Courses**

*CLAS 201: Ancient Greece: Life, Thought, Arts*

In this course, students gain an understanding of the ancient Greek world, in which so many modern Western humanistic values and ideas found their earliest expression. In particular, we study the story as it is presented by the ancient Greeks themselves—in their literature, written history, philosophy, art, and artifacts. As a prerequisite course for the Lake Forest College Program in Greece (during which students study actual artifacts of the ancient world on site in Greece), this course is interdisciplinary by design, both in what is studied and how it is studied. We, for instance, identify and discuss the importance of various areas on the city plans of ancient Greek polei, learn about the role of women in ancient Sparta vs. their role in ancient Athens,



engage in deep literary analysis of Homer's epic poems, and learn the techniques, shapes, and uses appropriate to different Greek vases from the Bronze Age to the Classical period. Prerequisite: Sophomore standing (This course satisfies Humanities.)

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*CLAS 202: Greek Civ: Bronze Age to Byzantium*

The classroom for this course is Greece itself. Students will travel to a variety of archeological sites, museums, and other important and beautiful places across Greece, including several Greek Islands, studying the history, art, and society of Greece from the Bronze Age (roughly 3000-1200 BCE), through the Classical Age (480-300 BCE) to the rise and fall of the Byzantine Empire (330-1453 CE). Study sites may include the palace of Knossos on Crete (by legend, the home of the Minotaur), Agamemnon's palace at Mycenae, the Athenian Acropolis and Agora, or the Hagios Demetrios, where the Patron Saint of Thessaloniki was martyred. Prerequisite: CLAS 201 or consent of the instructor. (This course satisfies Humanities and Global Perspective.)

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*CLAS 210: Greek History*

This course uses ancient evidence to explore the issues that emerged in the course of early Greek history: the nature of interactions between Greeks and other ancient cultures and societies of the Mediterranean, Near East, and North Africa; political developments in Greek city-states (especially Athens and Sparta); religious movements, beliefs, and practices; advances in philosophical thought and rational inquiry; the tensions between local identities and a common Greek identity; gender and sexuality; freedom and slavery in Greek politics and society; the diffusion of Hellenistic culture throughout the Mediterranean world; and the expansion of Alexander the Great's empire. The course scrutinizes and reassesses modern interpretations of the ancient Greek past and its legacy. It better equips students to evaluate claims about ancient history and what the ancient Greeks might mean for us now. Students work extensively with primary documents in translation. No

prerequisites. (This course satisfies Global Perspective and Writing Intensive.)  
cross listed: HIST 210

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*CLAS 211: Roman History*

This course examines the history of Italy and the Mediterranean world during the thousand-plus years of Roman rule. We begin with Rome's establishment as a small city-state, as recorded in both legend and archaeological evidence. We chart Rome's political development and imperial expansion under the republic, study the career of Augustus and the revolution by which he transformed Rome into an empire, and conclude with that empire's fragmentation into the Byzantine, Latin Christian, and Islamic worlds. The topics studied will include: key political institutions and leaders; war, imperialism, and their consequences, including slavery and social unrest; the work of authors such as Cicero, Vergil, Seneca, and Marcus Aurelius; the varied Roman religious scene and the rise of Christianity and Islam; Roman social history, including class, marriage, and slavery. Students will work extensively with primary documents in translation. (This course satisfies Humanities and Global Perspective.)  
cross listed: HIST 204

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*CLAS 228: Food Studies/Foodways of Greece*

CLAS 228: Introduction to Food Studies and Foodways of Greece. Everybody eats, and every culture has developed cultural patterns and social norms around the production, preparation, and consumption of food and drink (foodways). This course offers an introduction to Food Studies, the cultural analysis of food and foodways. Students consider the models and methods of studying food, including the major anthropological, folkloristic, and sociological approaches. Since this course is taught in Athens as part of the Lake Forest College in Greece program, it takes Greek food and foodways as the major case study. During the course, students focus on the relationship of food to their areas of interest, such as agritourism, environmental concerns, politics, or religion. Prerequisites: No prerequisites. Corequisites: This course is taught

in Athens. Participation in the Lake Forest College in Greece Program is required. (This course satisfies Experiential Learning and Global Perspective.)

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*CLAS 250: Classical Rhetorical Tradition*

This course is an historical survey of theorizing about the role of public discourse in human affairs from ancient Greece and Rome. We consider how the functions and nature of public discourse is understood, whether its skillful use can be taught, and the relationship between public argument and reaching social consensus about issues of truth and ethics. We will apply these ancient concepts to contemporary ideas in order to explore how concepts from different periods in time can aid us in evaluating contemporary persuasive messages in public life. (This course satisfies Humanities.)  
cross listed: COMM 250

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*CLAS 262: History of Social Thought*

This course will examine some of the classical sources of social thought both in the East and the West. Texts by Plato, Aristotle, St. Augustine, Aquinas, Alfarabi, Confucius, authors of the Vedas, Machiavelli, Hobbes, and Rousseau will be examined for the seeds of questions that were later to grow into the thicket of sociological problematics. Extensive weekly readings of original sources will be the basis of class discussions. No prerequisites. (This course satisfies Social Science.)  
cross listed: SOAN 262, PHIL 262

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*CLAS 275: Greek Greats*

Students will read canonical works at the core of classical Greek civilization and situate the imaginative appropriation of this rich literature in a cultural context that is both historical and contemporary. Students read Homer's epic

Iliad (selections) and Odyssey (in its entirety), three plays each by the tragedians Aeschylus, Sophocles, and Euripides, two works of the satirical Aristophanes, and examples of lyric poetry ranging from Archaic to Hellenistic times. Immersion in primary sources provides ample historical perspectives as well as critical approaches to issues of our time. The course involves lectures but is principally a seminar. Ancient Greek drama and theater will be investigated utilizing film and interactive Web-based media and sources. Prerequisites: sophomore standing and a Lake Forest College literature course, or permission of the instructor.

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*CLAS 280: Cultivating Ancient Worlds*

This course is a multi- and interdisciplinary undertaking, highlighting our two primary means of engaging the cultures of antiquity: the primary texts of literature and collections of artifacts in museums. Civilizations treated: Mesopotamia (Sumerian, Akkadian, Assyrian, Babylonian), Egypt, Persia, Greece, and China. Texts include everything from formulaic phrases, ritual incantation, epigraphy, and diplomatic reports to lyric poetry, philosophic dialogues, and vast epic narrative. We will read and discuss texts, and visit major collections in Chicago. Prerequisite: sophomore standing.

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*CLAS 290: Ancient Greek Philosophy*

The 20th century philosopher, Alfred North Whitehead, once commented that all of Western philosophy has been merely a series of footnotes to Plato. What did he mean by this? As I see it, he meant that there are no questions or concerns in Western philosophy that were not at least anticipated in the Platonic dialogues. But Plato had formative influences in Socrates and the pre-Socratic philosophers. And his most famous pupil, Aristotle, criticized his views almost immediately. We explore in some depth the origins of Western philosophy in the ancient Greeks, particularly Plato and Aristotle. (This course satisfies Humanities and Writing Intensive.)  
cross listed: PHIL 290

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*CLAS 302: Greek and Roman Religion*

# College Studies

## Faculty

*Mary Ellen Carrol*

Assistant Vice President for Academic Success

## College Studies Courses

*COLL 100: Personal Finance /Prof. Growth*

(Personal Finance and Professional Growth.) Through class exercises and field research activities, students learn to manage their personal finances while developing pre-professional competencies (e.g. attitudes, dispositions, personal orientations/ethics, social skills). Personal financial planning topics include wise actions for managing budgets, taxes, consumer credit, housing decisions, insurance, investments, and the best ways to consider how you are financing education costs. Goal setting, creative problem-solving, team building, and working with a mentor will help students manage monetary stress and develop a plan for meeting their financial goals. Identifying and learning to communicate about personal qualities for career exploration are emphasized. Learning activities involve interactive experiences, case studies, and personal assessments to create a personal financial plan and professional development portfolio. No prerequisites.

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*COLL 102: Liberal Arts and the Workplace*

Liberal Arts and the Workplace is designed to deepen student understanding of the fundamental skills and knowledge base that a liberal arts education brings to today's and tomorrow's professional cultures and innovative workplaces. In addition to curating the courses and experiences students have already had, this course continues to build essential workplace skills in communication, teamwork, resourcefulness, network-building, goal-setting, effective self-assessment, and research skills. Outcomes of the course include a career exploration research portfolio, a mentor network, a resume

for internships, a plan for seeking and successfully completing high-quality internships, an articulated, well-researched career plan, as well as a corresponding academic and co-curricular plan of action. No prerequisites.

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*COLL 103: Success: Mindsets and Strategies*

This course is designed to equip students with the knowledge, skills, and dispositions necessary to learn and grow from their academic and collegiate experiences. Using theoretical application of self-regulation and self-control, students learn to achieve their short-term academic goals while remaining focused on their long-term objectives. Students study recognized resiliency practices—including principles of academic tenacity, anxiety reduction through effective time and project management, positive effective self-assessment strategies, and other strategies to retain a growth mindset. Students learn to most effectively use the tools and resources for academic success at Lake Forest College. Faculty, alumni, and current student leaders present on their resiliency stories and strategies. Throughout the course, students compile a portfolio of their experiences at Lake Forest College as a self-study in success practices. The course runs as a seminar twice a week with individual one-on-one meetings outside of class required. This is a partial credit 0.50 course. No prerequisites.

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*COLL 104: Success Practices*

An individualized course designed to guide and further develop successful mindset practices, skills, and strategies. In this course, students keep detailed records of their work habits and outcomes. They critically reflect on consequences related to their decisions and prioritization related to time and task management. In this process, they learn to stay focused and engaged to reach their personal, academic and pre-professional goals. Students meet regularly with the course instructor and weekly with a trained peer academic coach to receive individualized feedback and support. A course outcome is a portfolio of examples of successful practices to guide interviews with potential internship supervisors or employers. Only a 1/2 credit (two semesters of

COLL 104) may be counted toward Lake Forest College graduation.  
Prerequisite: COLL 103.

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*COLL 105: Nursing Professional Development*

Nurses are at the front-lines of America's healthcare delivery systems. As such, they need superior skills in communication, advocacy, and team-building. They need strong resiliency skills to manage the stressors of patient health-care management. This course is designed to build these essential skills for students who are admitted into our nursing program. No prerequisites but only open to students who have been accepted through the Nursing program.

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*COLL 107: Community-Based Learning*

In this course, students prepare to make the most of community-based and public leadership internships to develop professional skills. In non-profit organizations, the likelihood of being involved from the beginning of your internship in meaningful projects, team-based learning, and product/program development are high. These types of opportunities require "soft skills" such as good communication, problem solving, project management, and, most importantly, the ability to reflect and build on experiences without losing momentum on projects. In this half credit course, students analyze and develop their emotional intelligence, conflict resolution skills, interpersonal skills, and time management tools and practices. Students develop an internship search plan, and practice networking and interviewing for such experiences. By the end of this course, students not only have a plan for making the most of their public service internship, they have the confidence to do so.

cross listed: PPCY 107

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*COLL 110: Topics in Intergroup Dialogue*

In this course, students participate in weekly intergroup dialogues, which are structured conversations in which individuals representing a range of identities come together in a classroom setting to learn from one another. Working with trained peer facilitators and overseen by a faculty supervisor, student participants explore identity, conflict, community, and social justice in the United States. Students are challenged to increase personal awareness of their own identity and experiences, expand their knowledge of the historic and social realities of other groups, and take action as agents of positive social change in their communities. This course requires a high level of participation from all students. Specific topics vary and will be announced in advance of each semester. No prerequisites. (This course satisfies Domestic Pluralism.)

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*COLL 150: Data Analytics using Excel*

In this course, students learn basic and intermediate Microsoft Excel skills to help them analyze data and model outcomes. Students will learn how to perform spreadsheet calculations, create and interpret graphs and charts, execute Excel formulas and functions, manage workbook data, analyze table data, automate worksheet tasks, employ macros and VBA, and conduct "what if" analyses. Students who do not own a Microsoft PC computer will need to use the college computer labs to complete the work in this class. This course is administered entirely through Moodle. The instructor provides recorded lectures and hosts live office hours to provide support for students as needed. Self-guided work is to begin immediately upon the semester beginning. To start the coursework, students go to the Moodle page and read the syllabus to understand the sequencing of the course and to start working on the assignments. (This course satisfies Technology Intensive.)

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*COLL 151: Fund Quantitative Problem Solving*

(Fundamentals of Quantitative Problem Solving.) This course focuses on the development of problem-solving skills needed for quantitative courses of study

at Lake Forest College. Students will work on problems requiring application of concepts from algebra, probability, and statistics. This 0.50-credit course is graded Pass-Fail with the option to convert to a letter grade. Instructor approval is required. No prerequisites.

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*COLL 170: Your Future Self*

[i]How do you identify, design, and live a life you love?[/i] This course utilizes design thinking in an entrepreneurial setting to help students from any major envision their possible future self and develop a plan to realize their vision for themselves. Using entrepreneurship frameworks, students develop a deeper awareness of self, others, and the world. Students also explore personal and career-path opportunities, and the importance of resilience, reflective decision-making, and goal setting in those pursuits. This experiential course offers personal and career exploration via distinguished speakers, lectures, class discussion, and readings. No prerequisites. Not open to seniors.

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*COLL 190: Talking Science*

Effectively and accurately communicating about science is a highly valued skill not only for scientists, but also politicians, educators, healthcare providers, and even influencers. We begin by critiquing scientific communication in popular media and consider real-world implications of inadequate science communication practices. Then, students practice constructing and disseminating compelling and digestible stories about scientific findings across a broad range of disciplines including psychology, zoology, computer science, health science, and astronomy, empowering students to become fluent interprofessional communicators to diverse audiences. No prerequisites. (This course satisfies Speaking Intensive.)

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*COLL 210: Intergroup Dialog Facilitator Train*

(Intergroup Dialogue Facilitator Training.) Students in this course train to facilitate intergroup dialogues, which are structured conversations in which individuals on many sides of an issue come together to learn from one another about questions of identity, including race, class, gender, sexuality, religion, and disability. This training will develop facilitation skills that can be used in many settings—the classroom, the workplace, and beyond. Students in this course will learn to facilitate dialogue by participating in dialogue; thus, this course requires a high level of participation from all students. No prerequisites. (This course satisfies Domestic Pluralism.)

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*COLL 222: Powerful Academic Writing*

Powerful academic writers write like great speakers sound--they move audiences to change their opinions, their actions, their perspectives. Good writers often read their writing aloud to be sure that each sentence communicates its intent. In this course, students read their writing aloud, give meaningful critique to others, work in writing teams (as if in the workplace) and, develop writing confidence through hearing as well as seeing ideas on the page. Most importantly, students write about facts and ideas with personal meaning, passion, and purpose. No prerequisites. (This course satisfies Writing Intensive.)

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*COLL 310: Intergroup Dialog Practicum Facilit*

(Intergroup Dialogue Practicum in Facilitation.) The Intergroup Dialogue Practicum in Facilitation provides support to students serving as peer facilitators for a 100-level Intergroup Dialogue. Students debrief their peer facilitation experiences weekly with the practicum instructor; refine their skills in facilitation; and deepen their own learning about identity, discrimination, privilege, and social justice. This practicum follows "COLL 210: Intergroup Dialogue Facilitator Training" and requires applied work (in the same semester as students take this course) in facilitating intergroup dialogues in

COLL 110. Students participate in weekly COLL 310 seminars, in addition to facilitation time. Prerequisites: B- or better in COLL 210 and permission of instructor. (This course satisfies Experiential Learning.)

# Communication

## Faculty

*Elizabeth Benacka*

Associate Professor of Communication  
Chair of Communication

*Linda Horwitz*

Professor of Communication

*David Park*

Professor of Communication

*Rachel Whidden*

Associate Professor of Communication

*Camille Yale*

Associate Professor of Communication

Major and Minor in Communication

The Major and Minor in Communication were redesigned in 2016. All students must follow this set of requirements if they matriculated in the fall semester of 2016 or thereafter (see left navigation bar for requirements before Fall 2016). The Major in Communication requires at least ten credits, while the Minor in Communication requires at least six credits. Students must earn a minimum grade of C- in all courses used to fulfill the major or minor. Courses taken Pass-NoPass (with the exception of internships) may *not* count towards the major or minor in Communication.

*Requirements for the Major:*

At least 10 credits

- COMM 110: Introduction to Communication
- 1 200-level Rhetoric course (other than COMM 255)
- 2 200-level Media Studies courses
- COMM 255: Communication Criticism
- COMM 256: Communication Research Methods
- 2 300-level Communication seminars
- COMM 390: Internship. Junior status required
- Completion of the Senior Studies Requirement in one of the following ways:
  - COMM 420: Senior Seminar
  - COMM 480: Rhetoric of Civil Rights
  - COMM 492: Creative Project or COMM 493: Research Project (Senior Status Required for Senior Studies Requirement)
  - COMM 494: Senior Thesis in Communication

*Requirements for the Minor:*

At least 6 credits

- COMM 110: Introduction to Communication
- 1 200-level Rhetoric course
- 1 200-level Media Studies course
- COMM 255: Communication Criticism
- 2 300-level Communication seminars

Groups of Communication Courses

### *200-level Rhetoric Courses*

- COMM 212: Visual Rhetoric
- COMM 250: The Classical Rhetorical Tradition
- COMM 251: Rhetorical History of the United States
- COMM 253: Argumentation and Advocacy
- COMM 274: Visual Chicago

### *200-level Media Studies Courses*

- COMM 281: Media and Society
- COMM 283: Race, Class, Gender, and the Media
- COMM 285: Modern Media History
- COMM 287: Media Systems and Institutions

### *300-level Seminars*

- COMM 350: Topics in Communication
- COMM 370: Feminism and Pop Culture
- COMM 371: Communication in the Age of AI
- COMM 372: Rhetoric of Economics and the Market
- COMM 373: Cultural Theory and Media Studies
- COMM 374: Rhetorical Chicago
- COMM 375: Rhetoric of Humor
- COMM 376: Queer Cinema
- COMM 378: Communicating Science and Medicine
- COMM 381: History and Theory of Freedom of Expression
- COMM 382: Women's Rhetoric and the Feminist Critique
- COMM 383: New Media and Society
- COMM 384: The Rhetorical Presidency
- COMM 385: Public Sphere
- COMM 386: Reading Popular Culture
- COMM 387: Rhetoric of Law

- COMM 388: Rhetoric and Public Memory
- COMM 389: Political Economy of Media

## Learning Outcomes

The expected Student Learning Outcomes for the Communication Department are:

1. Majors will identify key questions and theories related to the academic study of communication.
2. Majors will apply key questions and theories related to the academic study of communication to contemporary or historical examples of communication texts and systems.
3. Majors will analyze historical and contemporary communication in terms of both the social systems and symbolic action that explain and underlie communicative action.

## Communication Courses

### *COMM 110: Introduction to Communication*

Communication is a word that encompasses a wide range of human activity. This course will introduce students to: the over-arching theoretical considerations that define the field of communication, fundamental questions about how best to go about the practice of communication inquiry, keystone works in the history of the field of communication, and philosophical considerations that undergird the contemporary study of communication. The course is dedicated to the two animating themes in Lake Forest College's Department of Communication: media studies and rhetoric. Readings, written assignments, and class discussion will involve these two themes and the numerous points of contact between them. Limited to first- and second-year students. Juniors and Seniors must have permission from the instructor to enroll.



*COMM 135: Rhetoric and Speech*

Preparation and criticism of both formal and informal public speeches, including exposition, narration, description, argumentation, and persuasion. (This course satisfies Speaking Intensive.)

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*COMM 212: Visual Rhetoric*

We are surrounded by visual communication in our daily lives, yet the ubiquity of visual imagery makes it difficult for us to critically evaluate the images we see. In this course we will approach visual artifacts as texts, paying particular attention to their relationship to the political, social, and economic climate in which they reside. Throughout the semester we will develop a lexicon of visual terms, engage a variety of visual texts, such as monuments, advertisements, photography, typography, and architecture, and practice evaluating visual arguments. No prerequisites. (This course satisfies Humanities.)

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*COMM 250: Classical Rhetorical Tradition*

This course is an historical survey of theorizing about the role of public discourse in human affairs from ancient Greece and Rome. We consider how the functions and nature of public discourse is understood, whether its skillful use can be taught, and the relationship between public argument and reaching social consensus about issues of truth and ethics. We will apply these ancient concepts to contemporary ideas in order to explore how concepts from different periods in time can aid us in evaluating contemporary persuasive messages in public life. (This course satisfies Humanities.)  
cross listed: CLAS 250

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*COMM 251: Rhetorical History of the U.S.*

A historical survey of rhetorical artifacts focusing on how interested parties use discourse to establish, maintain or revive power. (Cross-listed as American Studies 251.) (This course satisfies Humanities.)  
cross listed: AMER 251

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*COMM 253: Argumentation and Advocacy*

This course offers an introduction to the theory and practice of argumentation. We will consider how arguments are created, presented, reframed, and refuted in contexts ranging from interpersonal disagreements to public controversies. In order to recognize how different strategies of argumentation change depending on the context, we will explore the important public dimension of argumentation and advocacy, recognizing skill in advocacy as a fundamental element of effective democracy. (This course satisfies Humanities.)

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*COMM 255: Communication Criticism*

In this course we consider how texts work rhetorically to persuade audiences. The course introduces students to the fundamental concepts and tools for describing, analyzing, interpreting and evaluating a variety of forms of persuasive discourse communicated through different media. Communication Criticism is designed to provide students with knowledge about the nature, function and effects of persuasive communication, as well as to develop the skills necessary to produce analytical critiques of public discourse. Prerequisite: COMM 110 with a grade of C or better. (This course satisfies Humanities and Speaking Intensive.)

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*COMM 256: Communication Research Methods*

This course presents students with a wide variety of qualitative and quantitative research methods for doing research in communication, in scholarly and professional contexts. In the course of a semester, this course covers the philosophical rationales undergirding these varied research approaches. With this established, the course gives students a hands-on sense of communication research methods, including: survey research, content analysis, experimental approaches, interviewing, discourse analysis, field research, and historical methods. The course will at all times involve careful attention to how the field of communication requires a heightened sense of circumspection regarding its own methods of study. Prerequisite: Comm 110 or consent of the instructor. (This course satisfies Social Science and Writing Intensive.)

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*COMM 274: Visual Chicago*

This course is a special adaptation of COMM 212: Visual Rhetoric to be taught in the College's "In the Loop" program. In this course we will approach visual artifacts as texts, paying particular attention to their relationship to the political, social, and economic climate in which they reside. Throughout the semester we will develop a lexicon of visual terms, engage a variety of visual texts, such as monuments, advertisements, photography, typography, and architecture, and practice evaluating visual arguments. What makes this course different from COMM 212 is that our visual texts and assignments will focus on Chicago based visual artifacts. Not open to students who have already completed COMM 112, COMM 212, or COMM 370. No prerequisites. (This course satisfies Humanities.)

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*COMM 281: Media and Society*

In this course, we examine the major theories and social critiques developed in response to systems of mass media and communication, including film, radio, television, and a national press. These theories and critiques range in

concern from the democratic potential of mass media, to their role in manufacturing and mediating cultural values. Students engage with the major schools of thought that have become the foundation for contemporary mass communication and media research, including: early sociological approaches to communication theory, the strong and limited media effects traditions, the technology-oriented theories of the Canadian School, the Frankfurt School, British Cultural Studies, and American Cultural Studies. Students examine how definitions of mass media and communication have changed over time, and how these concepts continue to evolve alongside our interactions with modern media and communication technologies. (This course satisfies Social Science.)

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*COMM 283: Race, Class, Gender, and the Media*

Race, class, and gender occupy important places in the contemporary study of the media. This course explores the connections between race, class, and gender through the exploration of the intersections between these important components of social structure and ideology. The motivating goal in this course is to show students how social structure and meaning become intertwined elements in how we experience race, class, and gender. An important element in this course will be the emphasis on the identities and positions of relatively less empowered groups in contemporary society. This will be done through a focused consideration of structural and ideological elements of contemporary culture as found in: the media industry, journalism, social constructions of reality, music, film, television, radio, and the internet. (This course satisfies Social Science and Domestic Pluralism.)  
cross listed: AFAM 283

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*COMM 285: Modern Media History*

This course provides a broad overview of the history of the media of communication. This is done through use of a chronological treatment of: face-to-face communication, writing, printing, telegraphy, telephony, motion pictures, radio, television, and the internet. Though the course begins with a

review of ancient communication media, the focus here is placed on the media in Western society from the 19th through the 21st centuries. The most important goal in this course is to consider how media of communication relate to: culture, social structure, the economy, politics, and knowledge. (This course satisfies Humanities.)

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*COMM 287: Media Systems and Institutions*

Behind our favorite movies, TV programs, websites, and songs exist powerful media institutions. Disney, Fox, Warner Brothers, Google, and Apple are just a few of the media industry giants upon which we have grown increasingly dependent for our everyday entertainment and information needs. In this course we examine these media institutions, including their historical development, organizational structure, and methods of production and distribution. We also analyze and compare the various types of media systems that exist in the U.S. and worldwide, including commercial, public, and state-controlled media models. Finally, we consider the issues of globalization and digital convergence, and the ways these phenomena are changing the organization and function of modern media industries. (This course satisfies Social Science.)

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*COMM 350: Topics in Communication*

Intensive study of selected subjects within the field of communications. Topics vary by semester.

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*COMM 370: Feminism and Pop Culture*

This course examines the ways women and female presenting people have been portrayed and are currently portrayed in the media: in television and movies, in popular music, on the internet, in print sources like magazines and

other cultural phenomena. Additionally, we will examine how feminism has been enacted, defined and denigrated over time in an attempt to understand the cultural tensions within this concept as depicted in popular culture and academic texts. With readings ranging from critical theory to popular non-fiction by and about women, we will speculate on the impact of and source for popular portrayals of women and what they might be telling us about women's roles in society. Issues of race, class, sexual orientation, gender identity, age, and physical ability will be important as we critically examine the forms and functions of women in popular culture. Prerequisite: Comm 255, or another 200-level Communication course approved by the Department Chair, or consent of the instructor. (This course satisfies Domestic Pluralism.)  
cross listed: GSWS 370

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*COMM 371: Communication in the Age of AI*

This course examines the rise of Artificial Intelligence (AI) as a phenomenon that interweaves the persuasive power of rhetoric with the transformative influence of modern media. We examine how AI can influence public opinion and shape political discourse, recognizing its role in redefining how media content is produced, distributed, and consumed. Students explore the ethical and regulatory challenges posed by AI through the disciplines of rhetoric and media studies. By embracing this integrated perspective, students develop a comprehensive understanding of AI's dual role as both a medium and a subject of public discourse. By examining topics such as algorithm-driven newsfeeds, targeted marketing, virtual news anchors, deepfakes, and misinformation, students gain a more nuanced view of the relationship among AI, communication, and their broader societal context. Prerequisite: COMM 255, or another 200-level Communication course approved by the Department Chair, or permission of instructor

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*COMM 372: Rhetoric of Economics & the Market*

In this course we consider the relationship between rhetorical discourse and economics. Do economists merely present empirical conclusions or do they

use the techniques of persuasion to create both disciplinary and public understandings of their subject? Is the free market an 'invisible hand' that works to stabilize society or is it a construct of persuasive discourse? Finally we will examine the value of public deliberation regarding complex economic policies. Prerequisite: COMM 255 or permission of instructor.

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*COMM 373: Cultural Theory and Media Studies*

In this course students examine a variety of advanced communication theories now current in the field of communication studies, including reception theory, Marxist materialism, political economy, public sphere theory, ritual theory, technological approaches, and production of culture theory. A central goal of this course is to help students contextualize and critique political, social, and economic constructions of culture. Prerequisite: Comm 255, or another 200-level Communication course approved by the Department Chair, or consent of the instructor.

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*COMM 374: Rhetorical Chicago*

The Second City, the City with Big Shoulders, The Windy City, City in the Garden, Hog Butcher to the World, the City that Works: these are just some of the nicknames for the City of Chicago. This seminar examines the City of Chicago as both the site and source of rhetoric by using rhetorical theory and skills to explore art, architecture, geography, emblems, music, theater, sports, holidays, politics, media, museums, controversies and important rhetorical events including William Jennings Bryan's 1896 Cross of Gold speech, FDR's 1932 nomination acceptance, and Obama's 2008 victory speech. This course takes advantage of Lake Forest College's proximity to the City of Chicago in order to explore two key concepts in communication: the discursive construction of place and the impact of place on rhetoric. Prerequisite: Comm 255 or permission of instructor

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*COMM 375: Rhetoric of Humor*

Comedy is a persuasive form of communication, and this course will provide the analytical and theoretical tools with which to evaluate humor. Each student will select their own humorous text of choice, be it a single instance or comedic series, and write a series of papers over the term that will be combined to form a major research paper. This sustained analysis will stem from readings and discussions relating to various rhetorical theories (ranging from the classical to the contemporary) regarding the persuasive potential of comedy. Students will discuss their projects in small groups to allow for analyses of different modes of humor transmission (i.e. print, television, movies), as well as various types of comedy (i.e. satire, physical, jokes). Prerequisite: Comm 255 or another 200-level Communication course approved by the Department Chair, or consent of the instructor.

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*COMM 376: Queer Cinema*

This course will focus on queer cinema--films that not only challenge prevailing sexual norms, but also seek to undermine the categories of gender and sex. Gender and sexual norms are perpetuated and challenged through notions of visibility, a key tactic in the fight for societal acceptance and civil rights. How sexuality is made visible and invisible will serve as a central focus in our analysis of queer film and media, focusing primarily on explicit representations of GLBTQ characters. Through feminist and queer theory, film theory and cultural criticism, we will analyze the contested relationships between spectators and texts, identity and commodities, realism and fantasy, activism and entertainment, desire and politics. Prerequisite: COMM 255, COMM 275, or permission of instructor. (This course satisfies Domestic Pluralism.)  
cross listed: GSWS 376, CINE 376

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*COMM 378: Communicating Science and Medicine*

In this course we examine how communication norms and practices shape our understanding of science, health, and medicine. By delving into a variety of case studies such as the Covid-19 pandemic, vaccination policy, pharmaceutical marketing, biotechnology, and mental health diagnosis and treatment, the course emphasizes how science and medicine are products of a culture and not just the work of individuals in a laboratory or a hospital. Through these engagements, students develop the conceptual knowledge and rhetorical fluency necessary to evaluate a scientific controversy of their choice; generate socially-relevant and research-driven arguments; and identify the ways in which we can help to influence policy and shape public understanding of issues related to science, medicine, and human values.

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*COMM 381: Hist & Theory Freedom of Expression*

(History and Theory of Freedom of Expression) This course explores the origins of the concept of free expression and draws out the varying philosophical assumptions that influence the discussion of free expression in the contemporary world. The course compares and contrasts classical liberal and romantic theories of expression. We examine both philosophies as they are reflected in historical examples of debates concerning freedom of expression, with a special emphasis on freedom of the press, but also addressing issues related to censorship, propaganda, pornography, and hate speech. The course culminates with a consideration of how arguments about freedom of expression come to rely on the precepts of these philosophies. Prerequisite: Comm 255, or Jour 320, or consent of instructor.

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*COMM 382: Women's Rhet & Feminist Critique*

(Women's Rhetoric and the Feminist Critique) Traces the development of women's oratorical tradition and the feminist critique by looking at how U.S. women argued for the right to speak before they had the vote and then how they continue arguing for equality once the right to suffrage had been

established. (This course satisfies Domestic Pluralism.)  
cross listed: GSWS 382

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*COMM 383: New Media & Society*

This course offers students a wide array of theoretical lenses for understanding what is often called 'the information society.' The course begins with a sustained consideration of the utopian myths associated with novelty as it relates to technology. After this, the focus moves to different ways to understand how new media (always a treacherous term) relate to: the public and political engagement, journalism, interpersonal communication, popular culture, the forces of political economy, surveillance, consumption, and religion. Prerequisite: Comm 255, or another 200-level Communication course approved by the Department Chair, or consent of the instructor.

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*COMM 384: Rhetorical Presidency 2024 Election*

(The Rhetorical Presidency: 2024 U.S. Presidential Election) This course examines the rhetorical nature of the office of the President of the United States. Prerequisite: Comm 255, or another 200-level Communication course approved by the Department Chair, or consent of the instructor.  
cross listed: AMER 384

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*COMM 385: The Public Sphere*

In this course we take up the issue of the 'public sphere' to consider its value and operation in modern society. The classic public sphere concerned public debate that took place in small coffeehouses where locals would meet to discuss the issues of the day. Now, public debate can be found strewn across the media: in entertainment, theater, music, art, schools, and of course in journalism. The course is framed by key questions such as: What counts as

'public' and 'private'? What is the role of the public? What voices are excluded in the public sphere? What are the best ways to be public? What role do journalism, photography, film, literature, and sports have in a public sphere? Prerequisite: Comm 255 or Jour 320 or by permission of instructor.

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*COMM 386: Reading Popular Culture:Television*

Focusing on how culturally we are both producers and products of our popular culture we will try to answer the question: 'are we, as a culture, using the potential of television wisely'?

cross listed: AMER 386

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*COMM 387: Rhetoric of Law*

This course will introduce students to the idea that the US legal system is rhetorical in that it shapes and is shaped by discourse. We will begin by considering what is rhetorical about the law and will then focus our attention on the rhetorical effects of legal discourse. Bearing in mind that the law is particularly performative- that is, it has the power to produce the effects that it names- we will consider the role that the actual language of the law plays in doing the work of the law. We will examine a variety of legal texts and contexts including the courtroom, the trial transcript, appellate opinion, legal textbooks and the Supreme Court opinion in order to understand how prior legal discourses affect the outcomes of legal questions. To do so we will learn about and apply particular critical lenses to our texts including rhetorical culture, critical legal studies, narrative and the law as literature movement, and discourse analysis. In addition to reading trial transcripts and legal opinions, students will be expected to visit a courtroom and watch the proceedings during the course of the semester. Prerequisite: Comm 255, or consent of the instructor.

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*COMM 388: Rhetoric and Public Memory*

Ancient rhetoricians such as Aristotle, Cicero and Quintilian have made memory central to the study and teaching of rhetoric. However, recent work by contemporary scholars goes beyond examinations of memory as mnemonic aid to consider memory, and its construction, as rhetorical activity. The primary interest in this respect is the persuasive and communicative features of memory and memory-making. This course examines the rhetoric of collective memory by focusing on how the past is constructed to serve the present. We will explore the communicative bases of public memory and its role in experiences of place and understandings of identity. We will consider how rhetoricians have addressed the issue of memory, paying close attention to how they discuss the materiality of memory, the social and cultural politics shaping the construction of memory, and the theoretical concepts and methods used to rhetorically analyze texts and sites of memory. Prerequisite: COMM 255 or permission from instructor.

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*COMM 389: Political Economy of Media*

This course introduces students to critical theories concerned with the political and economic authority of modern media industries. We discuss the potential impact of the consolidation of media ownership on the diversity and localism of media; the gatekeeping and agenda-setting functions of globalizing and corporatized media; the increasingly influential role of multinational media corporations in international policy and trade negotiations; the importance of institutional structure as it relates to the world of journalism; the struggle between public and commercial interests to define and control the infrastructure, content, and interactive spaces of new media; and the possibilities and pitfalls of past and present media reform movements. Prerequisite: Comm 255, or Jour 320, or consent of the instructor.

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*COMM 390: Internship*

Off-campus professional work experience. One credit acceptable, but two credit internships preferred. (This course satisfies Experiential Learning.)

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*COMM 420: Senior Seminar*

Focus of seminar changes frequently.

Fall 2023 Seminar: Fashion, Identity, Power. Fashion is among the most visible and meaningful ways in which we express ourselves. In addition to being "what we wear," it is a mode of communication and a reflection of the historical moment. Changes in clothing and discourses surrounding clothing indicate shifts in relationships and reflect tensions between groups of people. In this seminar we will explore the various social, cultural, economic, political, and personal meanings associated with fashion and consumption, while using media and cultural theory to trace the implications of sartorial style for the production and reproduction of gender norms from the 18th century to the present moment.

Spring 2024 Seminar: Communication and Sports. This course functions as a senior capstone in rhetoric and media studies by examining "sports" as the exigence, context, content, evidence and form of communication. While investigating case studies ranging from the first ancient Olympics (776 BC), and continuing past Brittney Griner's release from a Russian Prison (December 2022) we will explore sports as religious ritual, show of power, identity construction, dissent, nationalism, metaphor, entertainment, pedagogy, advertisement, and opportunity.

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*COMM 480: Rhetoric of Civil Rights*

(Senior Seminar: Rhetoric of Civil Rights) The Civil Rights Movement, like other historical moments, events and eras, is continually undergoing a process of interpretation and reinterpretation. As historians discover new

primary sources, uncover new angles of African American organizing traditions, and reexamine old evidence, they have rethought the timeline, the trajectory, and the nature of the Black Freedom Movement. Their views about when and why the movement began, the role of women, the issues that preoccupied activists, as well as what gave the movement its strength, are increasingly being seen in a new light. The standard narrative of the civil rights movement is linear, using King and other national, male leaders as central and defining figures. It focuses primarily on the South, the strategy of nonviolence and goal of integration. It minimizes local, grass roots efforts and activists organizing in other parts of the country. It truncates the timeline of the movement by not taking into account those who organized prior to the Montgomery Bus Boycott as well as those who continued to be active after King's assassination. It glosses over competing views among activists, writing out of the history those who advocated self-defense and those who pushed for economic change. And it downplays the role of women in the struggle for social change. This course examines primary source documents and personal narratives to uncover the persuasive strategies employed during the most powerful mass protest movement in modern US history. In addition to viewing documentaries, analyzing speeches and examining key events in order to discern and evaluate the rhetorical practices employed both discursively and demonstratively, the course will focus on a comparison/contrast of the strategies used by a variety of individuals and groups, including how the media covered this movement. Our attempt will be to both understand and expand the mythical narrative of the civil rights movement as being relegated to the past. As a final project, students will produce a comprehensive research paper focused on a contemporary text, demonstration or event that speaks to the ongoing efforts of groups advocating for their civil rights in our current public sphere. Prerequisites: COMM 110 and senior standing or permission of instructor.

# Data Science

## Faculty

*Sugata Banerji*

Associate Professor of Computer Science

*Arthur Bousquet*

Associate Professor of Mathematics

*Andrew Gard*

Assistant Professor of Mathematics

*Sara Jamshidi*

Assistant Professor of Computer Science and Mathematics

*Craig Knuckles*

Professor of Mathematics and Computer Science

*Enrique Trevino*

Associate Professor of Mathematics and Computer Science  
Chair of Mathematics and Computer Science

Required courses at the 200-level or higher may count towards the major or minor in data science, mathematics and computer science only if the grade earned in the class is “C-” or better and may be taken Pass-NoPass, as long as the grade originally earned in the class is “C-” or better. Required courses at the 100-level have no minimum grade requirement and may be taken Pass-NoPass.

*Requirements for the Major in Data Science:*

At least 10 credits, including the “core” plus one “track”

The Core (6 Courses)

- Mathematics 110: Calculus I
- Computer Science 112: Computer Science I
- One course chosen from the following:
  - Mathematics 150: Introduction to Probability & Statistics
  - Economics/Business/Finance 130: Applied Statistics
  - Psychology 222: Research Methods & Statistics II
- Mathematics 240: Introduction to Computational Mathematics
- Mathematics 250: Introduction to Statistical Programming
- Computer Science 250: Programming for Data Applications

Option I – The Finance and Economics Track (5 courses unique courses with 2.5 prerequisites)  
Only available for students admitted prior to fall 2024.

- Economics 110: Principles of Economics
- Finance 210: Financial Management
- Business 230: Financial Accounting
- Economics 330: Econometrics (COLL 150 & ECON 210 prerequisite requirement)
- Finance 485: Quantitative Finance (Senior Studies requirement; FIN 320 prerequisite requirement)

Option II – The Statistics Track (5 courses)

- Mathematics 111: Calculus II
- Mathematics 210: Multivariable Calculus
- Mathematics 230: Abstract and Discrete Mathematics
- Mathematics 350: Mathematical Probability
- Mathematics 450: Mathematical Statistics (Senior Studies requirement)



Option III – The Computer Science Track (4 courses)

- Computer Science 212: Computer Science II
- Computer Science 317: Data Structures and Algorithms or  
Computer Science 325: Artificial Intelligence
- Computer Science 327: Introduction to Database Systems
- Computer Science 450: Computer Vision & Machine Learning  
(Senior Studies requirement)

*Requirements for the Minor in Data Science:*

At least 6 credits

The minimum requirement for the Data Science Minor is to complete the (6) courses listed as “The Core” requirements for the major.

### **Learning Outcomes**

The expected Student Learning Outcomes for the Data Science Department are:

1. Effectively use statistics, computing technology, and computational methods to summarize and analyze various types of data.
2. Communicate the rationale and results of their data analytic work in a clear and effective manner.

# Digital Media Design

## Faculty

*Craig Knuckles*

Professor of Mathematics and Computer Science  
Chair of Digital Media Design

*Tracy Taylor*

Associate Professor of Art

Minor in Digital Media Design

No major is currently available.

*Requirements for the Minor:*

At least 6 credits, including 5 required courses:

The introductory courses (Computer Science 107, Art 130, Art 142) are typically offered every semester and can be taken in any order. Both Computer Science 107 and Art 142 are pre-requisites for Computer Science 270. Both Art 130 and Art 142 are pre-requisites for Art 253.

- Computer Science 107: Introduction to Web Programming
- Art 130: Elements of Design
- Art 142: Digital Design Foundations
- Art 253: Graphic and Digital Design
- Computer Science 270: Web Development
- 1 elective, chosen from the following list:
  - Art 155: Stop Motion Animation
  - Art 239: Applied 3D Design and Fabrication

- Art 241: Data is Beautiful
- Art 243: Video, Sound, and Electronic Art
- Art 245: Digital Art (formerly Art 244)
- Art 339: Adv. Applied 3D Design and Fabrication
- Art 343: Adv. Video, Sound, and Electronic Art
- Art 345: Advanced Digital Art
- Art 353: Advanced Graphic Design
- Computer Science 112: Computer Science I
- Computer Science 312: Client-Server Web Applications
- Communication 212: Visual Rhetoric
- Communication 274: Visual Chicago
- Communication 281: Theories of Mass Communication
- Communication 285: Modern Media History
- Communication 383: New Media and Society
- English 362: Creative Writing: New Media/Electronic Writing
- An Art, Computer Science or Communication Web-related Internship

## **Learning Outcomes**

The expected Student Learning Outcomes for the Digital Media Design program are:

1. The digital media design minor will be able to demonstrate effective communication strategies graphically.
2. The digital media design minor will be able to demonstrate effective communication strategies in written digital media (HTML).
3. The digital media design minors will be able to show they work effectively in a team.
4. The digital media design minor will demonstrate knowledge of the principles, tools and processes related to visual and interactive media.

5. Digital media design minors will be able demonstrate they think critically to solve technical and aesthetic challenges, in their work and the work of others.

# Economics, Business, and Finance

## Faculty

*Robert Lemke*

Professor of Economics and Morten Chair of Public Policy  
Chair of Economics, Business, and Finance

*Cassandra Batz-Barbarich*

Assistant Professor of Business

*Beth Clemmensen*

Visiting Instructor in Business

*Tilahun Emiru*

Assistant Professor of Economics

*Amanda J. Felkey*

Professor of Economics

*Ariana Gammel*

Lecturer in Business and Special Advisor on the Practice of Accounting

*Kent Grote*

Assistant Professor of Economics

*Muris Hadzic*

Associate Professor of Finance

*David Jordan*

Lecturer in Business

*Dimitra Papadovasilaki*

Associate Professor of Finance

*John Pappas*

Lecturer in Entrepreneurship and Innovation

*Linh Pham*

Assistant Professor of Economics

*Jeffrey Sundberg*

James Kemper Foundation Professor of Liberal Arts & Business & Prof  
Economics

*Nancy Tao*

Associate Professor of Finance

The Department of Economics, Business, and Finance offers majors and minors in Economics, Business, and Finance. Students cannot double major, double minor, or have both a major and a minor within the Department. Each major also allows students to complete at most one area of concentration, but students are not required to do so.

As of March 2021, international students who major in Economics have the ability to apply for the Optional Practice Training Extension for STEM (OPT-STEM) in order to receive 36 rather than 12 months of OPT; however, due to federal policy, OPT-STEM is not available to students majoring in Business or Finance.

The Department enacted new major and minor requirements, including new requirements for concentrations, in Summer/Fall 2022. The new requirements

apply to all students who started at the College after the Spring 2022 semester. Students who started at the College in the Spring 2022 semester or before can complete the new requirements or the previous set of requirements. (See the left navigation bar for the requirements before Summer/Fall 2022.)

Students are not allowed to count more than 15 credits, exclusive of internship credits, from the department combined across all three prefixes (BUSN, ECON, or FIN) toward graduation. Students may appeal to the Chair of the Department for exceptions to this policy.

Courses taken toward a major in Economics, Business, or Finance **cannot** be taken Pass-NoPass, with the exception that MATH 108 and 109 or MATH 110 must carry an assigned grade of at least C-, even if it is listed as Pass on the transcript. There are no Pass-NoPass limits for minors.

## MAJOR IN ECONOMICS

At least 11.5 credits

### **Pre-Core Requirements** (3.5 credits)

Students majoring in Economics must complete all of the courses listed below, each with a C- or better.

ECON 110 Principles of Economics

ECON 130 Applied Statistics

Either MATH 108 Calculus 1a & MATH 109 Calculus 1b or MATH 110 Calculus I

COLL 150 Data Analytics Using Excel (0.5 credits)

### **Core Requirements** (3 credits)

Students majoring in Economics must complete all of the courses listed below, each with a C- or better.

ECON 210 Microeconomic Theory

ECON 220 Macroeconomic Theory

ECON 330 Econometrics

### **Elective Requirements** (3 credits)

Students majoring in Economics must complete three additional courses with an ECON or FIN prefix at the 200- or higher level, under the following conditions:

1. At least 2 electives must be taken at the 300-level
2. At least 2 electives must have an ECON prefix

### **Out-of-Department Requirement (1 credit)**

Students majoring in Economics must complete one course from the following list:

CSCI 112 Computer Science I  
FREN 320 French for International Affairs and Business  
HIST 369 Capitalism: A Global History  
MATH 111 Calculus II  
MATH 240 Introduction to Computational Math  
MATH 250 Introduction to Statistical Programming  
PHIL 156 Logic and Styles of Argumentation  
PHIL 203 Business Ethics  
PHIL 325 Major Ethical Theories  
POLS 140 Introduction to Comparative Politics  
POLS 226 Public Policy Studies  
POLS 242 Politics of the Developing World  
PSYC 110 Introduction to Psychological Sciences  
RELG 232 Religion and Capitalism  
SPAN 321 Business Spanish

### **Senior Studies Requirement (1 credit)**

Students majoring in Economics must complete either one course at the 400-level with an ECON prefix or an ECON senior thesis.

*Concentration in Finance for Economics Majors (optional)*

At least 14.5 credits are required to complete an Economics major with a Concentration in Finance

Students who major in Economics can elect to complete the general major, or they can elect to also complete a concentration in Finance within the major. The requirements for the Finance concentration are listed below. Students



intending to complete a concentration in Finance must file a Declaration of Major form with the Registrar's Office indicating this intent.

In order to obtain a Concentration in Finance, while completing all of the requirements for the Economics major listed above, students must:

1. Complete FIN 210 Financial Management.
2. Complete three other classes at the 300-level with a FIN prefix.
3. At most one of the four FIN classes taken to satisfy (1) and (2) above can be used to satisfy the elective requirements for the Economics major.

## MINOR IN ECONOMICS

At least 6 credits

Students majoring in Business or Finance cannot complete a minor in Economics. In order to complete a minor in Economics, students must complete the requirements set forth below.

### **Pre-Core Requirements** (3 credits)

MATH 109 Calculus 1b or MATH 110 Calculus I  
ECON 110 Principles of Economics  
ECON 130 Applied Statistics

### **Core Requirements** (2 credits)

ECON 210 Microeconomic Theory  
ECON 220 Macroeconomic Theory

### **Elective Requirement** (1 credit)

One 200-level or higher course with an ECON or FIN prefix

### **Transfer Credit Guide**

A guide listing the economics requirements that can be satisfied by courses at community colleges near Lake Forest.

## MAJOR IN BUSINESS

At least 11.5 credits

### **Pre-Core Requirements (3.5 Credits)**

Students majoring in Business must complete all of the requirements listed below, each with a C- or better.

BUSN 130 Applied Statistics

ECON 110 Principles of Economics

Either MATH 108 Calculus 1a & MATH 109 Calculus 1b, MATH 110 Calculus I, or MATH 160 Math

Methods with Applications

COLL 150 Data Analytics Using Excel (0.5 credits)

### **Core Requirements (4 Credits)**

Students majoring in Business must complete, with a grade of C- or better,

PHIL 203 Business Ethics or PHIL 325 Major Ethical Theories

Students majoring in Business must complete three of the five courses listed below, each with a C- or better.

BUSN 210 Managerial Economics

BUSN 225 Principles of Marketing

BUSN 230 Financial Accounting

BUSN 245 Principles of Management

FIN 210 Financial Management

### **Elective Requirements (3 Credits)**

Students majoring in Business must complete three elective courses at the 200- or 300-level subject to the following condition:

1. At least two electives must be at the 300-level.
2. At least two electives must have a BUSN prefix.
3. One elective can come from the following list.

Any 300-level class with an ECON or FIN prefix  
CHIN 313 Chinese for International Affairs and Business  
ENTP 220 Selling and Non-Profit Fundraising  
ENTP 250 Small Business Leadership and Management  
ENTP 255 Nonprofit Leadership and Management

FREN 228 Oh Là Là: French Stereotypes, Media, & Marketing

HIST 369 Capitalism: A Global History  
RELG 232 Religion and Capitalism  
SPAN 321 Business Spanish

### **Senior Studies Requirement (1 Credit)**

Students majoring in Business must complete either one course at the 400-level with a BUSN prefix or a BUSN senior thesis.

*Concentrations for Business Majors (optional)*

Students who major in Business can elect to complete the general major, or they can elect to also complete one concentration (Accounting, Management, or Marketing) within the major. The requirements for each concentration are listed below, with each reducing the amount of choice available within the major. Students intending to complete a concentration must file a Declaration of Major form with the Registrar's Office indicating this intent.

*Concentration in Accounting for Business Majors*

At least 11.5 credits are required to complete the Business major with a Concentration in Accounting

In order to obtain a Concentration in Accounting, while completing all of the requirements for the Business major listed above, students must:

1. Complete all three of:

BUSN 210 Managerial Economics  
BUSN 230 Financial Accounting  
FIN 210 Financial Management

2. Complete three courses from the following list:

BUSN 330 Intermediate Accounting  
BUSN 331 Managerial Accounting  
BUSN 332 Auditing  
BUSN 333 Cost Accounting  
BUSN 334 Financial Accounting with QuickBooks  
BUSN 335 Intermediate Accounting II  
BUSN 430 Federal Tax Accounting

*Concentration in Management for Business Majors*

At least 11.5 credits are required to complete the Business major with a Concentration in Management

In order to obtain a Concentration in Management, while completing all of the requirements for the Business major listed above, students must:

1. Complete all three of:

BUSN 210 Managerial Economics  
BUSN 245 Principles of Management  
Either BUSN 230 Financial Accounting or FIN 210 Financial Management

2. Complete three courses from the following list:

BUSN 343 Diversity in Organizations  
BUSN 344 Human Resource Management  
BUSN 345 Organizational Behavior  
BUSN 348 Performance and Competition  
BUSN 349: Leadership in Organizations  
BUSN 480 Happiness: Key to Workplace Success

*Concentration in Marketing for Business Majors*

At least 11.5 credits are required to complete the Business major with a Concentration in Marketing

In order to obtain a Concentration in Marketing, while completing all of the requirements for the Business major listed above, students must:

1. Complete BUSN 225 Principles of Marketing.
2. Complete three courses from the following list:

BUSN 310 Marketing Research  
BUSN 325 Digital Marketing and Analytics  
BUSN 355 Consumer Behavior  
BUSN 357 Marketing Strategy  
BUSN 460 Brand Management and Positioning

## MINOR IN BUSINESS

At least 6 credits

Students majoring in Economics or Finance cannot complete a minor in Business. In order to complete a minor in Business, students must complete the requirements set forth below.

### **Pre-Core Requirements** (2 credits)

Students must complete both courses listed below:

ECON 110 Principles of Economics  
BUSN 130 Applied Statistics

### **Core Elective Requirements** (3 credits)

Students must complete three of the following courses:

BUSN 210 Managerial Economics  
BUSN 225 Principles of Marketing  
BUSN 230 Financial Accounting  
BUSN 245 Principles of Management  
FIN210 Financial Management  
PHIL 203 Business Ethics

### **Elective Requirement** (1 credit)

Students must complete one course from the following list:

Any 200-level or higher course with a BUSN prefix  
CHIN 313 Chinese for International Affairs and Business  
ENTP 220 Selling and Non-Profit Fundraising  
ENTP 250 Small Business Leadership and Management  
ENTP 255 Nonprofit Leadership and Management

FREN 320 French for International Affairs and Business  
HIST 369 Capitalism: A Global History  
RELG 232 Religion and Capitalism  
SPAN 321 Business Spanish

### Transfer Credit Guide

A guide listing the business requirements that can be satisfied by courses at community colleges near Lake Forest.

## MAJOR IN FINANCE

At least 13.5 credits

### **Pre-Core Requirements** (3.5 credits)

Students majoring in Finance must complete all of the courses listed below, each with a C- or better.

ECON 110 Principles of Economics  
FIN 130 Applied Statistics  
Either MATH 108 Calculus 1a & MATH 109 Calculus 1b or MATH 110  
Calculus I  
COLL 150 Data Analytics Using Excel (0.5 credits)

### **Core Requirements** (6 credits)

Students majoring in Finance must complete all of the courses listed below, each with a C- or better.

BUSN 230 Financial Accounting  
ECON 210 Microeconomic Theory  
ECON 220 Macroeconomic Theory  
FIN 210 Financial Management  
FIN 310 Corporate Finance  
FIN 320 Investments

### **Elective Requirements** (3 credits)

Students majoring in Finance must complete three courses at the 300-level subject to the following conditions for each of the three electives:

1. One elective must have a FIN prefix.
2. One elective must either have a FIN prefix or come from the following list:

BUSN 330 Intermediate Accounting  
BUSN 331 Managerial Accounting  
ECON 313 Money and Banking  
ECON 330 Econometrics

3. One elective must either have a FIN prefix, be listed in requirement (2) above, or come from the following list:

HIST 369 Capitalism: A Global History  
MATH 240 Introduction to Computational Math  
MATH 250 Introduction to Statistical Programming  
PHIL 203 Business Ethics  
PHIL 325 Major Ethical Theories  
RELG 232 Religion and Capitalism

### **Senior Studies Requirement (1 credit)**

Students majoring in Finance must complete either one course at the 400-level with a FIN prefix or complete a senior thesis with a FIN prefix.

#### *Concentrations for Finance Majors (optional)*

Students who major in Finance can elect to complete the general major, or they can elect to also complete one concentration (Accounting or Economics) within the major. Students intending to complete a concentration must file a Declaration of Major form with the Registrar's Office indicating this intent.

#### *Concentration in Accounting for Finance Majors*

At least 15.5 credits are required to complete a Concentration in Accounting along with the Finance major.

In order to obtain a Concentration in Accounting, while completing all of the requirements for the Finance major listed above, students must:

1. Complete three classes from the following list:

BUSN 330 Intermediate Accounting  
BUSN 331 Managerial Accounting  
BUSN 332 Auditing  
BUSN 333 Cost Accounting  
BUSN 334 Financial Accounting with QuickBooks  
BUSN 335 Intermediate Accounting II  
BUSN 430 Federal Tax Accounting

2. Use at most one of the three classes taken to satisfy (1) to satisfy the elective requirements for the Finance major.

#### *Concentration in Economics for Finance Majors*

At least 15.5 credits are required to complete a Concentration in Economics along with the Finance major.

In order to obtain a Concentration in Economics, while completing all of the requirements for the Finance major listed above, students must:

1. Complete three 300-level classes with an ECON prefix.
2. Use at most one of the three classes taken to satisfy the elective requirements for the Finance major.

#### MINOR IN FINANCE

At least 6 credits

Students majoring in Business or Economics cannot complete a minor in Finance. In order to complete a minor in Finance, students must complete the requirements set forth below.

#### **Pre-Core Requirements (2 credits)**

ECON 110 Principles of Economics  
FIN 130 Applied Statistics

#### **Core Requirements (3 credits)**



BUSN 230 Financial Accounting  
FIN 210 Financial Management  
Either FIN 310 Corporate Finance or FIN 320 Investments

### **Elective Requirements** (1 credit)

One 200-level or higher course with an ECON or FIN prefix

### **Transfer Credit Guide**

A guide listing the finance requirements that can be satisfied by courses at community colleges near Lake Forest.

The expected Student Learning Outcomes for students completing a major in Economics are:

1. Economics majors will be able to demonstrate the fundamentals of Microeconomic Theory, including consumer demand, profit maximization, and competitive and non-competitive market structures.
2. Economics majors will be able to demonstrate the fundamentals of Macroeconomic Theory, including macroeconomic indicators, fiscal policy, and monetary policy.
3. Economics students will be able to program and estimate regression equations using sophisticated software such as Stata/R/Python, test the validity of economic theories using data, download and manipulate large public datasets such as from the Current Population Survey, National Longitudinal Survey or Survey of Consumer Finances, and write well-structured empirical papers.
4. Economics majors will be able to form and articulate well-reasoned economic arguments in writing.
5. Economics majors will be able to orally articulate and persuasively present well-reasoned economic arguments.

The expected Student Learning Outcomes for students completing a major in Business are:

1. Business majors will demonstrate competency in at least three of the following areas:

- a. The fundamentals of Managerial Economics, including consumer demand, profit maximization, cost analysis, and competitive and non-competitive market structures.
  - b. The fundamentals of Marketing, including analyzing marketing opportunities internally and externally, understanding the importance of the marketing plan, utilizing market segmentation and targeting, and applying the marketing mix of product, place, promotion and price to create customer value.
  - c. The fundamentals of Accounting, including credits, debits, balance sheets, and other financial accounting topics.
  - d. The fundamentals of Management, including understanding core management theories and concepts relating to the four primary functions of management (i.e., planning, organizing, leading, and controlling) on individual, team, and organizational success.
  - e. The fundamentals of Finance, including time value of money, bonds and stocks, capital structure, and derivatives.
2. Business majors will be able to form and articulate well-reasoned economic arguments in writing.
  3. Business majors will be able to orally articulate and persuasively present well-reasoned economic arguments.

The expected Student Learning Outcomes for students who major in Finance are:

1. Finance majors will be able to demonstrate the fundamentals of Microeconomic Theory, including consumer demand, profit maximization, and competitive and non-competitive market structures.
2. Finance majors will be able to demonstrate the fundamentals of Macroeconomic Theory, including macroeconomic indicators, fiscal policy, and monetary policy.

3. Finance majors will be able to demonstrate the fundamentals of Accounting, including credits, debits, balance sheets, and other financial accounting topics.
4. Finance majors will be able to demonstrate the fundamentals of Finance, including time value of money, bonds and stocks, capital structure, and derivatives.
5. Finance majors will be able to form and articulate well-reasoned economic arguments in writing.
6. Finance majors will be able to orally articulate and persuasively present well-reasoned economic arguments.

## **Economics Courses**

### *ECON 110: Principles of Economics*

This course is an introduction to both microeconomics and macroeconomics. Students are introduced to the analytical tools and techniques used by economists to better understand the choices economic agents make and how markets function. The study of microeconomics includes consumer theory, producer behavior, and analysis of market structure. The study of macroeconomics includes the determination of aggregate production, employment and inflation, as well as fiscal policy, monetary policy, the distribution of income, and economic growth. The theories presented are applied throughout the semester to issues facing the U.S. and world economies. (This course satisfies Social Science.)  
cross listed: IREL 110

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### *ECON 130: Applied Statistics*

This course covers three standard topics in statistics at the introductory level: probability theory, statistical inference, and regression analysis. Among the individual topics covered are descriptive statistics, probability rules, discrete probability distribution functions including the bivariate and binomial distributions, continuous density functions including the Normal and t distributions, sampling, hypothesis testing, test statistics, p-values, correlation versus causation, and an introduction to multivariate linear regression

analysis. All topics are applied to techniques important to analyze economic, business, and financial behavior. Students who have taken this course will not receive credit for MATH 150. (This course satisfies Quantitative Reasoning.)  
cross listed: BUSN 130, FIN 130

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*ECON 208: Systemic Racism in the US Economy*

This course focuses on ways in which capitalism has used differences in race to reinforce divisions of power and to determine who benefits from its structures. It begins by examining the centrality of slavery to the foundation of capitalism and the industrialization of the United States. The course will survey how race and capitalism have been and continue to be conjoined both theoretically and practically, focusing particularly on the political economy of neoliberalism. Through the lens of the Black Lives Matter Movement it explores how racist policies have led to the inequality in income, wealth, housing, health, and education in the US between blacks and whites. The course concludes by exploring how new antiracist policies can forge a more equitable future for everyone. Prerequisite: ECON 110. (This course satisfies Domestic Pluralism.)

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*ECON 210: Microeconomic Theory*

Application of economic analysis to business decisions. It covers economic tools with applications to demand analysis, pricing policies, competitive strategy, cost analysis, and decision making. Students who have already completed BUSN 210 will not receive credit for this course. Prerequisites: ECON 110 and MATH 108 or MATH 110 with grades of C- or better.

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*ECON 220: Macroeconomic Theory*

Analysis of the determinants of aggregate production, prices, interest rates, and employment in macroeconomic models that combine the business, household, government, and financial sectors. Prerequisites: ECON 110 and MATH 108 or MATH 110 with grades of C- or better.

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*ECON 245: Child Labor in Latin America*

Explores the role of child labor in the economies of developing Latin American countries, focusing on the question 'Do countries need to use child labor to industrialize?' Historically, industrialized countries have relied heavily on children to work in factories and mines. Today it appears history is repeating itself as developing countries utilize children in the informal sectors. The employment of children in Brazil, Colombia, Peru, Chile, and Argentina will be examined in detail. The economic, political, social/cultural, and technological explanations for child labor will be explored for each country. Prerequisite: ECON 110. (This course satisfies Global Perspective.)  
cross listed: LNAM 245

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*ECON 255: Economic Analysis of Public Policy*

This course introduces students to the economic methods used in policy making and evaluation. The course examines efficiency and equity rationales for enacting policy. Case studies are used to introduce current issues and policy proposals. Students learn how to identify and account for positive and negative externalities, and how to apply cost-benefit analysis and other policy evaluation techniques. Case studies are chosen from a variety of areas, including inequality, economic growth, regulation, and the provision of services, among others. Prerequisite: ECON 110. (This course satisfies Social Science.)  
cross listed: PPCY 255

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*ECON 310: Industrial Organization*

Analysis of the behavior of firms under different industrial structures - competitive, monopolistic, oligopolistic. An evaluation of antitrust policies and other government regulations of industry. Specific topics covered include advertising, auctions, networks, product differentiation, market standards, and vertical and horizontal integrations. Prerequisite: ECON 210 with a grade of C- or better.

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*ECON 313: Money & Banking*

Analysis of bank and nonbank financial institutions. Topics include the S&L crisis, the impact of the 1980 and 1982 deregulation acts, the changing role of the Federal Reserve and the ability to conduct effective monetary policy, and bank asset and liability management. Prerequisite: ECON 220.

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*ECON 320: Labor Economics*

In this course, standard theories of labor economics are developed. Topics include labor supply, labor demand, education, discrimination, contracting, and unions. Particular emphasis is given to the labor force participation of married women and single mothers, earnings, wage distributions and inequality, job training, and employment benefits. Empirical analysis complements theoretical modeling, especially in the area of women's work and international comparisons regarding labor laws and labor market outcomes. Prerequisite: ECON 210. (This course satisfies Speaking Intensive.)

cross listed: GSWS 320

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*ECON 325: Economics of Land*

(The Economics of Land: Valuation, Use, and Taxation) The course examines several different roles of land in the economy; as a productive asset, as an investment, as a store of value, and as a base for taxation. Topics to be covered include various definitions of property rights, regulatory policy toward land use and land preservation, models of land valuation, and the theory and practice of property taxation and tax preferences. We examine policies across different states, countries, and eras. Prerequisite: ECON 210 or permission of instructor

cross listed: ES 325

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*ECON 330: Econometrics*

Use of statistical methods, especially multiple regression, to test hypotheses based on economic theory. Some use of computer programs. Prerequisites: ECON/BUSN/FIN 130, COLL 150, and MATH 109 or MATH 110, and either ECON 210 or ECON 220 or permission of instructor. (This course satisfies Technology Intensive.)

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*ECON 340: Environ & Natural Resource Econ*

(Environmental and Natural Resource Economics) Examines different economic theories regarding optimal use of renewable and nonrenewable resources, why market responses to pollution are typically unsatisfactory, and optimal pollution control. These theories are then applied to the real world, taking into consideration political and technological constraints. The impact of past and current policy on the environment will be studied, as will the potential impact of proposed legislation. Prerequisite: ECON 210 or permission of the instructor.

cross listed: ES 340

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*ECON 345: Economics and Law*

This course covers an economic analysis of laws and legal institutions with an emphasis on how they affect markets and individual decision-making. Topics covered will include property, contract, tort, criminal, environmental, and antitrust laws. Prerequisite: ECON 210.

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*ECON 350: Public Finance*

Theory and policy analysis of the effects of government spending and taxation on the allocation and distribution of income. Special attention is given to tax reform proposals and other current policy issues. Prerequisite: ECON 210.

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*ECON 360: Health Economics*

Examines how economic analysis can be applied to various components of the health care system. Microeconomic theory is used to understand the operation of health care markets and the behavior of participants (consumers, insurers, physicians, and hospitals) in the health care industry. International comparisons and the role of the public sector will be included. Prerequisites: ECON 210.

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*ECON 375: Economics of Sport*

The purpose of this course is to analyze the economics of sport. Sport throughout the world has a distinct and substantial commercial character, and developments in the world of modern sport cannot be fully understood without applying economic principles and methodology. Topics discussed include the market for players, the implications of the functioning of league monopolies, and an analysis of the economic impact of stadiums and mega-sports events such as the World Cup and the Olympic Games. Prerequisite: ECON 210.



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*ECON 380: Game Theory*

Game theory is the study of purposeful behavior in strategic situations. Game theory incorporates mathematical models of conflict and cooperation in situations of uncertainty (about nature and about decision makers). Various solution concepts such as Nash equilibrium, subgame perfect equilibrium, Bayesian and perfect Bayesian equilibrium will be analyzed. These concepts will be illustrated using a variety of economic models, from industrial organization, bargaining, the role of repeated interaction, and models of asymmetric information. Prerequisites: ECON 210 and MATH 110.

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*ECON 381: Economics of Development*

Studies the problem of sustaining accelerated economic growth in less-developed countries. This course emphasizes the issues of growth; poverty and inequality; how land labor and credit affect economic development; problems of capital formation, economic planning and international specialization and trade; and the interaction of industrialization, agricultural development, and population change. Prerequisite: ECON 210. (This course satisfies Global Perspective.)

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*ECON 385: Mathematical Economics*

Calculus and linear algebra are applied to the analysis of microeconomic and macroeconomic theory. The tools of mathematical optimization are developed with a particular focus on comparative statics. Issues of discrete and continuous time and uncertainty in economics are explored. Prerequisites: MATH 111 and either ECON 210 or 220; or permission of instructor.

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*ECON 410: Markets, Public Policy, and Society*

This course explores the role of public policy in addressing market inefficiencies and analyzes the social costs and benefits of government intervention. Particular emphasis will be given to understanding how public policies affect firms and employees. Topics may include minimum wages, social security, immigration, taxation, education, and the affordable care act. Prerequisite: ECON 210 or BUSN 210. (This course satisfies Speaking Intensive.)

cross listed: BUSN 410

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*ECON 430: International Trade Theory & Policy*

Analysis of elements of economic structure that determine trade flows, theory relating to how trade flows alter economic structure, the free trade versus protectionism argument, and selected topics in international economic integration and development. . Prerequisites: ECON 210 and ECON 220; and junior or senior standing.

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*ECON 431: International Finance*

Identifies and analyzes fundamentals of international financial theory. Topics include exchange rate determination, balance of payments accounting, and international monetary systems and their evolution. Prerequisites: Economics 210 and 220; and junior or senior standing.

cross listed: FIN 431

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*ECON 440: Advanced Macroeconomics*

Analysis and comparison of Keynesian, neoKeynesian, neoclassical, monetarist, and rational expectationist perspectives on macroeconomic theory

and stabilization policy. Prerequisites: MATH 110 and ECON 220; and junior or senior standing.

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*ECON 465: Poverty, Inequality, Discrimination*

This course explores how the discipline of economics can explain and analyze the causes and effects of poverty, inequality and discrimination. It will examine how various populations (defined by race, age, gender, class, sexual orientation, etc.) experience these differently. Students will be introduced to (1) economic theories of poverty, inequality and discrimination, (2) ways to measure each and (3) public policies designed to mitigate poverty, inequality and discrimination in the US. Prerequisite: ECON 110 with a grade of C- or better. (Under the Forester Fundamental Curriculum, this course meets the Domestic Pluralism requirement. Under the old GEC, this course meets the Social Science and Cultural Diversity requirements.) (This course satisfies Senior Studies and Domestic Pluralism.)  
cross listed: BUSN 465, GSWS 465

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*ECON 483: Behavioral Economics and Finance*

This course surveys research incorporating evidence from psychology into economic and financial decision-making theory. The aim of the course is to understand economic and financial models that more realistically explain and predict observed outcomes. The course explores prospect theory, biases in probabilistic judgment, projections biases, default effects, self-control problems, mental accounting, fairness and altruism. Students will use these tools to understand public goods contributions, financial market anomalies, consumption and savings behavior and myriad market outcomes. Prerequisites: ECON/BUSN/FIN 130 (or ECON/BUSN 180) and ECON 210.  
cross listed: FIN 483

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*ECON 489: Globalization and Its Impact*

This course examines the impact of globalization and cross border trade on industrialized and emerging countries. We focus on areas where US multinational companies have created sweatshops and fostered worker exploitation and cultural disintegration, as they have in Latin America and Asia. We explore the economic impact of climate change, pandemics, and nationalism on poverty, immigration, and GDP growth using both microeconomics and macroeconomics. Student groups conduct a theoretical and analytical analysis of the economic progress of Mexico, Brazil, Bolivia, Costa Rica, Guatemala, Venezuela, China, and India.

Prerequisites: ECON/BUSN 130 (or ECON/BUSN 180), and either BUSN 210, ECON 210, or ECON 220. Cross listed: BUSN 489 (This course satisfies Global Perspective and Speaking Intensive.)

cross listed: BUSN 489

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*ECON 490: Internship*

Provides an opportunity to supplement academic training with work experience in the field of business and economics. Interested students must work with Career Services to develop a resume and register with the instructor by the following deadlines: by April 1 for a Fall internship; by November 1 for a Spring internship; and by the week following spring break for a Summer internship. Business and Economics internships may be done for either one or two credits. Prerequisites: junior or senior standing, Economics 110 with a grade of C- or better as well as other designated courses relevant to the internship and earning a C or better in combination of these courses and Economics 110. Internships need to be for different experiences therefore continuation of previous internships, part-time or summer jobs is not allowed. The department will not give credit for internships that do not build directly on prior course work. Students on academic probation are ineligible for this program. Contact the Internship Supervisor for Economics and Business regarding additional information and guidelines. (This course satisfies Experiential Learning.)

cross listed: BUSN 490, FIN 490

## **Business Courses**

### *BUSN 130: Applied Statistics*

This course covers three standard topics in statistics at the introductory level: probability theory, statistical inference, and regression analysis. Among the individual topics covered are descriptive statistics, probability rules, discrete probability distribution functions including the bivariate and binomial distributions, continuous density functions including the Normal and t distributions, sampling, hypothesis testing, test statistics, p-values, correlation versus causation, and an introduction to multivariate linear regression analysis. All topics are applied to techniques important to analyze economic, business, and financial behavior. Students who have taken this course will not receive credit for MATH 150. (This course satisfies Quantitative Reasoning.)  
cross listed: ECON 130, FIN 130

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### *BUSN 210: Managerial Economics*

Application of economic analysis to business decisions. It covers economic tools with applications to demand analysis, pricing policies, competitive strategy, cost analysis, and decision making. Prerequisites: ECON 110 and either MATH 108, MATH 110, or MATH 160, all with a grade of C- or better

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### *BUSN 220: Fundraising & Sales*

Central to the class experience is the essential question: How can mastering the skill of asking improve every aspect of our lives? In this course, in addition to learning how to ask, students gain an understanding of how asking is an essential tool to identify and solve problems. Through hands-on exercises, students focus on developing the leadership traits that make successful salespeople and fundraisers with an emphasis on resilience and empathy. The course highlights the differences between fundraising for nonprofit entities and selling in corporate and entrepreneurial environments. Prerequisite:

ENTP 110 and Sophomore standing.  
cross listed: ENTP 220

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*BUSN 225: Principles of Marketing*

This course focuses on the analysis of how marketing concepts impact an organization through the development of the marketing mix (product, price, place and promotion). Building upon these concepts, students develop an understanding of how marketing managers develop specific strategies in order to gain competitive advantage in a global economy. No prerequisites.

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*BUSN 230: Financial Accounting*

Methods, practices, and concepts underlying the communication of relevant financial information to external parties. Development of the accounting model, measurement processes, data terminology and classification, internal control, interpretation and uses of financial statements.

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*BUSN 245: Principles of Management*

This course introduces important organizational and management concepts and applications, and their relevance to individual and organizational goal attainment. The course revolves around the main functions of managers: planning, organizing, leading, and controlling. The emphasis is on real-world application through experiential learning. No prerequisites.

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*BUSN 250: Business Information Systems*

Business Information Systems introduces students to commonly used business software programs, including Excel, SQL, Tableau, and Power BI. Students use the software to frame, analyze, and communicate decision-relevant information. Students employ business information systems to design graphs, develop data relationships, develop best strategies, understand opportunity costs, and communicate strategies to deliver on the needs of an organization. The course emphasizes data analytics and analysis (descriptive, diagnostic, predictive and prescriptive) within the capabilities of each of the software programs. Prerequisites: COLL 150, ECON/BUSN/FIN 130, must have declared a major in Business, Finance, or Economics, and junior or senior standing or approval by instructor. (This course satisfies Technology Intensive.)

cross listed: FIN 250

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*BUSN 310: Marketing Research*

This course focuses on managing the marketing research process, which provides information to drive business decision-making. It emphasizes an understanding of the theoretical foundations and applications of research design, data collection methods, and data analysis techniques. Learning experiences involve planning and implementing quantitative and qualitative primary research, case study analysis, and team presentations based on data collection experiences. Prerequisite: BUSN 225 with a grade of C- or better and COLL 150

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*BUSN 315: Operations Management*

The course covers subjects related to the management process in a production system. The following topics are covered: design of products and services, quality control systems, capacity planning, process design, work analysis and measurement, facility location, and production scheduling. The

inventory control system unit will discuss the relationship between inventory systems and other functions in an organization. Prerequisite: BUSN 230.

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*BUSN 325: Digital Marketing & Analytics*

[i]How can being consumer-focused and data-driven improve results?[/i] Entrepreneurs, social leaders, professionals, and individuals need digital brand-building skills and marketing acumen to sell themselves and their ideas, products, and services. This course takes a human-centered approach to teaching how end users and their buying decisions are influenced by digital media. The course teaches design thinking, digital tools, web analytics, and growth hacking frameworks through a combination of exposure to industry professionals, readings, and client projects. Prerequisite: ENTP 110 or BUSN 225.

cross listed: ENTP 325

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*BUSN 330: Intermediate Accounting*

Accounting concepts, principles, and theory with an emphasis on the special problems that arise in applying these concepts to external reporting. This course is typically offered every fall semester. Prerequisite: Business 230 with a grade of C- or better and COLL 150 or instructor permission.

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*BUSN 331: Managerial Accounting*

This course examines the use of accounting information for evaluation of planning and control decisions, including budgeting, cost-volume analysis, product costing, and standards for planning, control, and performance measurement. This course is typically offered every fall semester. Prerequisite: Business 230 with a grade of C- or better and COLL 150 or permission of instructor



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*BUSN 332: Auditing*

This course explores issues related to internal and external auditing, such as: auditing standards (Generally Accepted Auditing Standards), fraud detection, professional ethics, and recent changes to regulations (including US Securities laws). This course is typically offered the spring semester of odd numbered years. Prerequisite: BUSN 230 with grade C- or better and COLL 150.

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*BUSN 333: Cost Accounting*

This course considers advanced topics in cost and managerial accounting, including: cost accumulation, cost behavior, break-even analysis, capital budgeting, management control systems, cost allocation methods and performance measurement. This class is typically offered in the spring semester of even numbered years. Prerequisites: BUSN 331.

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*BUSN 334: Financial Accounting w/QuickBooks*

Students in the course develop an understanding of how to use general ledger software utilizing QuickBooks. This includes company setup, setup and use of chart of accounts, recording and recognizing transactions, managing lists, generating customized reports, and preparing financial statements. Prerequisite: BUSN 230 with a grade of C-minus or better and COLL 150. This course is primarily offered during summer.

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*BUSN 335: Intermediate Accounting II*

This is the second course in the professional intermediate accounting sequence. This course emphasizes elements of balance sheet, specifically the components of long-term liabilities and equity, and the related elements in the income statement. This class is typically offered in the spring semester. Prerequisite: BUSN 330.

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*BUSN 342: African Culture & Business Develop*

(African Culture and Business Development.) While globalization can potentially enhance economic development and improve the quality of life, many nations, especially those in Africa, do not receive these benefits. Course emphasis will be on an analysis of efforts by businesses, community organizations, and government agencies to serve African societies plagued by poverty and other social concerns. Instructional resources will include: readings from sources with varied points of view; speakers representing countries and cultural groups; and field research visits to cultural exhibits and retail enterprises. Instructional experiences will include: (1) interviews with people familiar with various African cultures and business activities; (2) student team projects to analyze global cases for improvement of food production, water purification, health delivery, telecommunications, and educational programs and; (3) promotional activities to expand awareness of efforts to enhance economic development and quality of life in Africa. Prerequisite: Junior standing, or permission of instructor. cross listed: IREL 312

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*BUSN 343: Diversity in Organizations*

The focus of the course is to help students develop an ability to understand, respect, and value diversity. Through readings, discussions, and assignments students explore the application and implication of diversity to management activities. Issues related to discrimination, affirmative action, career development, socialization, and social change policies are explored.

Historical, psychological, sociological, legal, and managerial viewpoints are highlighted. Prerequisite: BUSN 245 with a grade of C- or better. (This course satisfies Domestic Pluralism.)

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*BUSN 344: Human Resource Management*

This course adopts a strategic approach to human resource management by focusing on how organizations can align their human resource management practices to their strategy to gain a competitive advantage. Specifically, students learn about recruitment, selection, training, performance management, reward systems, and other employment relations practices, and how organizations can design them to attract, motivate, and retain the best talent. Students acquire critical skills for career development that will help them stand out from their peers. The course also covers current trends and legal issues that impact human resource management. Prerequisite: BUSN 245 with a grade of C- or better, and COLL 150.

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*BUSN 345: Organizational Behavior*

This course includes theory, research, and practical application of Organizational Behavior. Organizational Behavior is the study of how individuals, groups, and workplace contexts impact behavior within an organization. The goal of this course is to help students understand what predicts and influences employee attitudes and behavior in order to improve organizational effectiveness. Topics include: personality differences, work motivation, leadership, influence processes, and group dynamics. Prerequisite: BUSN 245 with a grade of C- or better and COLL 150 or permission of instructor

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*BUSN 348: Performance and Compensation*

How do you get employees to do what the firm wants and needs them to do? This is a central puzzle of organizations that has bedeviled managers ever since the birth of organizations. A variety of solutions have been attempted over the years, with varying degrees of success. This course introduces students to the concepts, principles, and practices of compensation and performance management that are critical to create a competitive advantage. Prerequisite: BUSN 344.

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*BUSN 349: Leadership in Organizations*

The emphasis of the course is on developing skills to be effective in leadership roles in organizations. This course serves as an overview of selected aspects of human behavior in general and employee behavior in particular as it applies to organizations. We discuss a variety of selected topics pertaining to the beginnings of the modern organization and organizational behavior, motivation, leadership in organization, teamwork, and learning. We focus more specifically on leadership and related soft skills. Students develop an appreciation of such areas of soft skills through discussions of readings, films, and cases, in-class activities, lectures, assignments and interactions in class and outside of class. Students have an opportunity to share their knowledge and experience during discussions in class. They also have the opportunity to engage in activities that will help them to better recognize the difference between management and leadership and understand different approaches to leadership. Moreover, students develop a more systematic knowledge of the field by learning more about guiding frameworks and blending theory with practice. ECON 110 with a grade of C- or better, and at least sophomore standing.

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*BUSN 355: Consumer Behavior*

To be successful, all businesses need individual consumers to decide to purchase their products. Consumer Behavior is an interdisciplinary course that

examines how internal, external, situational, and social influences impact purchase behavior. While all of us are consumers, our intuitions about our own behavior as well as that of others are often inaccurate. Drawing on research from behavioral economics, psychology, sociology, anthropology, and academic marketing, this course enhances students' understanding of how and why people choose, use, and evaluate goods and services as they do. Through class discussions, cases studies, and projects, students learn why understanding consumer behavior is critical to creating successful marketing strategies. Prerequisite: BUSN 225 with a grade of C- or better, and COLL 150.

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*BUSN 357: Marketing Strategy*

This course helps students develop strategic thinking and problem-solving capabilities. Using a hands-on approach that emphasizes student interactions and critical thinking, students learn to identify, analyze, and address marketing problems and opportunities to make more effective decisions for competitive advantage. Through lectures, case analyses, and virtual experiences, students apply theoretical frameworks to various strategic issues commonly encountered as marketing managers and in consulting positions. Prerequisite: BUSN 225 and COLL 150 or instructor permission.

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*BUSN 360: Global Social Entrepreneurship*

How does social entrepreneurship affect local and global economics and culture? Social entrepreneurs identify problems that negatively impact a specific demographic and mobilize the resources to solve the problem. The process of social entrepreneurship involves taking direct action and measuring the impact of the solution against a stated mission. This course uses case studies, readings, and lectures to analyze the impact of social ventures while identifying social and environmental problems that are still in need of better solutions. Prerequisite: Any of the following: ENTP 110, ENTP 120, ECON 110, SOAN 110, POLS 110, POLS 120, RELG 118, or permission of instructor. Cross-listed as: ENTP 360, IREL 316 (This course satisfies Global

Perspective.)  
cross listed: ENTP 360, IREL 316

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*BUSN 380: Intrapreneurship: Innov in Organiz*

(Intrapreneurship: Innovation in Existing Organizations) Innovative corporations, institutions, and social organizations require entrepreneurial-minded teams who can identify and create new opportunities, new products, greater value, and more meaningful relationships with their customers. Operationalizing innovation within organizations requires substantial challenges including navigating bureaucracy, risk aversion, political conflicts, intolerance of failure, and lack of leadership support. Through hands-on group exercises, case studies, and real-world experience, students learn to apply Design Thinking and Value Proposition Design frameworks to develop, test, and create value within existing organizations, and learn how to do so in a team-based environment. Prerequisite: One of the following four courses-- ENTP 220, ENTP 250, BUSN 225, or BUSN 245. (This course satisfies Experiential Learning.)  
cross listed: ENTP 350

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*BUSN 410: Markets, Public Policy, and Society*

This course explores the role of public policy in addressing market inefficiencies and analyzes the social costs and benefits of government intervention. Particular emphasis will be given to understanding how public policies affect firms and employees. Topics may include minimum wages, social security, immigration, taxation, education, and the affordable care act. Prerequisite: ECON 210 or BUSN 210. (This course satisfies Speaking Intensive.)  
cross listed: ECON 410

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*BUSN 430: Federal Tax Accounting*

Advanced discussion of tax issues relating to individual and corporate income taxation. Concepts for individual taxation include gross income, exclusions, deductions, exemptions, credits, as well as property transactions. Concepts for corporate income taxation include differing tax aspects of corporations and partnerships such as formation, operations and distributions. Prerequisite: BUSN 230 with a grade of C- or better, Junior or Senior standing, and declared Accounting Concentration or permission of instructor.

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*BUSN 460: Brand Management and Positioning*

Designed for the marketing enthusiast, this course will dive deeply into the key marketing responsibilities necessary to build strong and profitable brands. Using both theory and practice, students will address the tasks that constitute modern marketing management, including: driving the company's mission, vision and strategic plan, capturing marketing insights and performance, connecting with customers, shaping marketing offerings, and delivering and communicating value. The course is designed to be highly interactive. Through case studies, presentations, problem-solving, and hands-on activities, students will have the opportunity to apply the concepts, ideas, and strategies presented in the text and in class in their weekly work. Prerequisite: BUSN 310, BUSN 355, BUSN 325 or BUSN 357 and Junior or Senior status, or permission of instructor.

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*BUSN 465: Poverty, Inequality, Discrimination*

This course explores how the discipline of economics can explain and analyze the causes and effects of poverty, inequality and discrimination. It will examine how various populations (defined by race, age, gender, class, sexual orientation, etc.) experience these differently. Students will be introduced to (1) economic theories of poverty, inequality and discrimination, (2) ways to measure each and (3) public policies designed to mitigate poverty, inequality and discrimination in the US. Prerequisite: ECON 110 with a grade of C- or

better. (Under the Forester Fundamental Curriculum, this course meets the Domestic Pluralism requirement. Under the old GEC, this course meets the Social Science and Cultural Diversity requirements.) (This course satisfies Senior Studies and Domestic Pluralism.)  
cross listed: ECON 465, GSWS 465

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*BUSN 480: Happiness: Key to Workplace Success*

Organizations are increasingly prioritizing the importance of creating more fulfilling, satisfying and meaningful work for their employees. This course explores the science behind happiness in the workplace - aiming to correct misconceptions people hold about the relationship between happiness, success, and productivity at work. Students explore the literature to define workplace happiness, discover outcomes associated with workplace happiness, identify challenges facing the achievement of happiness at work, and thoughtfully examine ways to increase happiness at the individual, team, and organizational levels. This course involves extensive discussions, debates, hands-on activities, interventions, and research to explore and apply the concepts, ideas, and strategies from the course in their own lives and work as individual contributors and future leaders. Prerequisite: BUSN 245 and one of the following: BUSN 344, BUSN 345, BUSN 348 or BUSN 349.

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*BUSN 489: Globalization and Its Impact*

This course examines the impact of globalization and cross border trade on industrialized and emerging countries. We focus on areas where US multinational companies have created sweatshops and fostered worker exploitation and cultural disintegration, as they have in Latin America and Asia. We explore the economic impact of climate change, pandemics, and nationalism on poverty, immigration, and GDP growth using both microeconomics and macroeconomics. Student groups conduct a theoretical and analytical analysis of the economic progress of Mexico, Brazil, Bolivia, Costa Rica, Guatemala, Venezuela, China, and India.  
Prerequisites: ECON/BUSN 130 (or ECON/BUSN 180), and either BUSN



210, ECON 210, or ECON 220. Cross listed: ECON 489 (This course satisfies Global Perspective and Speaking Intensive.)  
cross listed: ECON 489

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*BUSN 490: Internship*

Provides an opportunity to supplement academic training with work experience in the field of business and economics. Interested students must work with Career Services to develop a resume and register with the instructor by the following deadlines: by April 1 for a Fall internship; by November 1 for a Spring internship; and by the week following spring break for a Summer internship. Business and Economics internships may be done for either one or two credits. Internships need to be for different experiences therefore continuation of previous internships, part-time or summer jobs is not allowed. The department will not give credit for internships that do not build directly on prior course work. Students on academic probation are ineligible for this program. Contact the Internship Supervisor for Economics and Business regarding additional information and guidelines. (This course satisfies Experiential Learning.)  
cross listed: ECON 490, FIN 490

**Finance Courses**

*FIN 130: Applied Statistics*

This course covers three standard topics in statistics at the introductory level: probability theory, statistical inference, and regression analysis. Among the individual topics covered are descriptive statistics, probability rules, discrete probability distribution functions including the bivariate and binomial distributions, continuous density functions including the Normal and t distributions, sampling, hypothesis testing, test statistics, p-values, correlation versus causation, and an introduction to multivariate linear regression analysis. All topics are applied to techniques important to analyze economic, business, and financial behavior. Students who have taken this course will not receive credit for MATH 150. (This course satisfies Quantitative Reasoning.)  
cross listed: ECON 130, BUSN 130

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*FIN 140: Introduction to Insurance*

The insurance industry, operating from the fundamental principle of managing risk, interacts with a wide variety of disciplines and practices, from actuarial work to sales to modern advertising and sports marketing. Accordingly, this course provides a broad overview of the field, covering topics such as the definition of insurance, marketing, premiums, underwriting, instrument design and actuarial science, investing, claims processing, and the difference between personal and commercial insurance. Further, the course focuses on how the insurance industry drives global innovation, how it integrates with financial planning, how it uses technology to keep up with the pace of innovation, and how its driving principle, protection against future risk, plays a major role in daily life. No prerequisites.

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*FIN 210: Financial Management*

This course provides an overview of the questions and problems faced by financial managers, as well as an introduction to the basic set of tools they use to help them make optimal investment and financing decisions under conditions of risk and uncertainty. The main topics include time value of money, the valuation of bond and stocks, the trade-off between risk and return, the efficient markets hypothesis, the Capital Asset Pricing Model (CAPM), cost of capital, and a brief introduction to derivative securities and international finance issues. Prerequisites: ECON 110 and ECON/BUSN/FIN 130 with grades of C- or better.

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*FIN 250: Business Information Systems*

Business Information Systems introduces students to commonly used business software programs, including Excel, SQL, Tableau, and Power BI. Students use the software to frame, analyze, and communicate decision-

relevant information. Students employ business information systems to design graphs, develop data relationships, develop best strategies, understand opportunity costs, and communicate strategies to deliver on the needs of an organization. The course emphasizes data analytics and analysis (descriptive, diagnostic, predictive and prescriptive) within the capabilities of each of the software programs. Prerequisites: COLL 150, ECON/BUSN/FIN 130, must have declared a major in Business, Finance, or Economics, and junior or senior standing or approval by instructor. (This course satisfies Technology Intensive.)

cross listed: BUSN 250

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*FIN 310: Corporate Finance*

This course studies the theory, methods, and issues of corporate finance. The emphasis throughout is on the economic principles that underlie business financial decisions and their impact on wealth maximization. The content includes capital budgeting, optimal capital structure, payout policies, financial planning, working capital, and corporate restructuring issues related to ownership and control. Prerequisites: FIN 210, BUSN 230 and MATH 108 or MATH 110 all with a grade of C- or better and COLL 150

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*FIN 320: Investments*

This course provides an examination of financial securities and financial markets from the perspective of individual investors. The main topics include securities markets, security analysis, portfolio theory, mutual funds, derivative securities, market efficiency, behavioral finance, and industry regulations. Prerequisites: ECON 210, BUSN 230, FIN 210, MATH 108 or MATH 110 all with grades of C- or better and COLL 150 or permission of instructor.

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*FIN 330: Financial Modeling*

(Financial Modeling and Valuation) This is an advanced course in firm valuation. It covers conceptual and theoretical valuation frameworks with heavy emphasis on practical implementation using industry standards and best practices. Students develop in-depth knowledge of valuation using the methods of discounted cash flow analysis, multiples, and precedent transactions. Relevant accounting topics, economic theory, and finance theory are integrated into a step-by-step implementation of different valuation frameworks. The objective is to evaluate risks and opportunities of a firm from an investment perspective. Students learn about the advantages and disadvantages of different valuation methods, assumptions, and trade-offs inherent in each. Students use financial statements and other information sources to conduct a full firm valuation and develop a professional valuation models in Excel. Topics covered might also include advanced valuation scenarios such leveraged buyouts (LBOs), mergers and acquisitions, and start-up companies. Strong emphasis on advanced excel formulas and techniques used in practice. Solid foundation in Excel is expected from students in this course. Prerequisites: FIN 210, BUSN 230, ECON 210, and COLL 150 (This course satisfies Social Science and Technology Intensive.)

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*FIN 340: Risk Management and Insurance*

Risk management is the identification, assessment, and prioritization of risks followed by a coordinated response to minimize, monitor, and control the probability and/or impact of adverse events. Strategies used to manage risks typically include transferring the risk to another party and reducing the probability of the risk. This course provides students with an in-depth analysis of insurance and risk management, focusing primarily on business risks but personal risk management issues are also covered. In addition to discussing risk management in general, topics include an overview of the private insurance market, how insurance is used in risk management, alternative methods for transfer risk, insurance asset management, and insurance company regulations and ratings. Prerequisite: FIN 210

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*FIN 365: Fundamental Equity Analysis*

Fundamental equity analysis is a stock investment technique based on the economic concept that markets are not implicitly efficient, but instead trend towards efficiency in part using fundamental analysis as a tool to outperform markets by arbitraging inefficiencies in the market. The goal of fundamental equity analysis is to seek out discrepancies in consensus views on equity securities that impact valuation using a combination of financial statement analysis and forecasting, industry/sector analysis and forecasting in tandem with disciplined approaches to valuation based on various objective quantitative criteria. Upon completing this course, students will have a rudimentary working understanding of the methodology fundamental analysts use to pick sectors and stocks. The course is heavily writing-intensive, with weekly case studies. Prerequisites: BUSN 230, FIN 320, and either MATH 109 or MATH 108, all with a grade of C- or better, and COLL 150

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*FIN 385: Options and Futures*

This course introduces the economic functions of options and futures markets, discusses the basic underlying pricing mechanism of options and futures contracts, and provides a working knowledge of these contracts as risk management tools. Prerequisites: FIN 210 and FIN 320

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*FIN 415: Corp Fin, Public Policy, & Society*

(Corporate Finance, Public Policy, and Society) Theoretical and empirical issues in corporate finance are examined from the perspectives of the firm, the shareholders, and public policymakers. Topics covered include leveraged buyouts and mergers, corporate governance and managerial compensation, models of optimal capital structure and the impact of the tax system on corporate activity. Prerequisites: MATH 110, FIN 210, and FIN 310.

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*FIN 420: Fixed Income Markets and Management*

This course will provide a thorough understanding of fixed income securities. These debt instruments are a critical source of capital for governments, corporations and individuals. The fixed income markets are about twice as large as the global equity markets. This course will study the major fixed income security asset classes including treasuries, agencies, mortgage-backed, asset-backed, commercial mortgage, corporates, municipals, and private placements. The course will then focus on managing these securities in a real-world setting using leading techniques including insurance asset management. The course will include guest lecturers who are professional fixed-income portfolio managers. Prerequisite: FIN 320.

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*FIN 431: International Finance*

Identifies and analyzes fundamentals of international financial theory. Topics include exchange rate determination, balance of payments accounting, and international monetary systems and their evolution. Prerequisites: Economics 210 and 220; and junior or senior standing.  
cross listed: ECON 431

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*FIN 450: Applied Value Investing*

(Applied Value Investing: Special Situations) This course offers a practical introduction to value investing, with a focus on "special situation" investing. The course improves students' ability to identify the types of securities and areas of the market that are most likely to be mispriced. In other words, students sharpen their skills as good "fishermen" (general value investing skills) but in addition, they become more astute at identifying the best "fishing holes." Examples of special situations include companies that are undergoing unusual change, such as bankruptcy, financial distress, spin-off, merger, litigation, dividend-cut, etc. The class focuses on researching and monitoring, in real-time, companies whose securities meet these criteria. Additional topics include risk assessment, where to find information, and how to determine

what is materially important in an age of information overload. Prerequisites: FIN 210, and either FIN 310 or FIN 320 (B- or better in all these courses taken).

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*FIN 465: Applied Investment Management*

This is an advanced course that will allow students to participate in live portfolio management while developing and implementing industry-standard investment research techniques. The class will focus on building and managing a \$100 million, multi-asset class investment portfolio in a realistic asset management firm environment. The students, referred to as analysts, will engage in fundamental securities analysis and valuation in both individual and team settings. Students will present the results of their research, make investment recommendations, and evaluate the recommendations of others. The class will also involve trips to asset management firms in Chicago where students can interact with investment professionals. Prerequisites: BUSN 230 with a grade of C- or better, FIN 320, and COLL 150 or permission of instructor.

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*FIN 483: Behavioral Economics and Finance*

This course surveys research incorporating evidence from psychology into economic and financial decision-making theory. The aim of the course is to understand economic and financial models that more realistically explain and predict observed outcomes. The course explores prospect theory, biases in probabilistic judgment, projections biases, default effects, self-control problems, mental accounting, fairness and altruism. Students will use these tools to understand public goods contributions, financial market anomalies, consumption and savings behavior and myriad market outcomes. Prerequisites: ECON/BUSN/FIN 130 (or ECON/BUSN 180) and ECON 210. cross listed: ECON 483

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*FIN 484: Financial Crises*

(Financial Crises: Origins, Forecasts, Modelling.) The aim of the course is to understand the creation of financial crises from a behavioral perspective by tying together the history of financial crises with time series properties, experimental finance and asset pricing financial models. Students will be able to understand the endogeneity of financial crises by studying the most severe global financial crashes and explore the contribution of human behavior in generating/exacerbating business cycles. At the same time students will apply time series properties for forecasting market movements and identifying the correlation between asset prices with themselves. Students will also study asset pricing models from an equilibrium perspective, to understand how systematic departures from rationality affect financial markets. Topics covered will also include how certain phases of financial crises can be tested by laboratory experiments with students being introduced to the basics of experimental finance. Prerequisites: MATH 110, FIN 320. (This course satisfies Senior Studies and Speaking Intensive.)

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*FIN 485: Quantitative Finance*

The main focus of this course is on the empirical and quantitative tools necessary for investment decisions. Topics will include time series econometrics, return predictability, asset pricing models with emphasis on factor models, market efficiency and active investment, hedge funds, trading and exchange microstructure, role of quantitative finance in the financial recession, and an introduction to behavioral finance. The main emphasis is on common stocks, but other asset classes may be covered. The class will involve the use of spreadsheets software such as Excel and/or limited application of programming language such as Python. Prerequisites: COLL 150, FIN 210 and FIN 320. (This course satisfies Technology Intensive.)

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*FIN 490: Internship*

Provides an opportunity to supplement academic training with work experience in the field of business and economics. Interested students must work with Career Services to develop a resume and register with the instructor by the following deadlines: by April 1 for a Fall internship; by November 1 for a Spring internship; and by the week following spring break for a Summer internship. Business and Economics internships may be done for either one or two credits. Prerequisites: junior or senior standing, Economics 110 with a grade of C- or better as well as other designated courses relevant to the internship and earning a C or better in combination of these courses and Economics 110. Internships need to be for different experiences therefore continuation of previous internships, part-time or summer jobs is not allowed. The department will not give credit for internships that do not build directly on prior course work. Students on academic probation are ineligible for this program. Contact the Internship Supervisor for Economics and Business regarding additional information and guidelines. (This course satisfies Experiential Learning.)

cross listed: ECON 490, BUSN 490

# Education

Faculty

## **Jacquelynn Popp**

Associate Professor of Education  
Chair of Education (fall)

## **Desmond Odugu**

Associate Professor of Education  
Chair of Education (spring)

## **Dawn Abt-Perkins**

Professor of Education

## **Anne Barry**

Associate Professor of Music

## **Patricia Buenrostro**

Assistant Professor of Education

## **Scott Edgar**

Associate Professor of Music

## **Holly Swyers**

Professor of Anthropology

Requirements for the Major in Education

Requirements in brief

All students in the teacher education program fulfill four sets of requirements to graduate with a recommendation for licensure:

- Completion of the Lake Forest College FFC. (See an advisor in the Department of Education for recommended courses).
- Completion of the course requirements within the Department of Education.

- Completion of a major outside of the Department of Education
  - for Secondary and PK-12 education – a major in the content area of licensure
  - for Elementary education – any content major at the College
- Additional courses as necessary to meet Content Area Standards in broad fields for licensure.

### Required Education Courses

The below Education courses are required for all Education majors.

Note that additional content area courses are required for the content major (and additional content courses for Elementary candidates).

See also:

- The Planning Forms for Coursework & Licensure for specific required content courses and sequencing of courses.
- An advisor in the Department of Education, as formal entrance into the Education program is required for most 300 and 400 level courses.

### **Planning Forms for Coursework & Licensure (BA & MAT)**

#### **Elementary Education**

- [Elementary Planning Sheet](#)

#### **Secondary Education**

- [Secondary Biology Planning Sheet](#)
- [Secondary BMB Planning Sheet](#)
- [Secondary Chemistry Planning Sheet](#)
- [Secondary English Planning Sheet](#)
- [Secondary History Planning Sheet](#)
- [Secondary Math Planning Sheet](#)
- [Secondary Neuroscience Planning Sheet](#)
- [Secondary Physics Planning Sheet](#)

## **PK-12 Education**

- [PK-12 Art Planning Sheet](#)
- [PK-12 French Planning Sheet](#)
- [PK-12 Music Planning Sheet](#)
- [PK-12 Spanish Planning Sheet](#)

**The following courses are required for majors in secondary/PK-12 education.**

- PSYC 110: Introduction to Psychological Science
- PSYC 210: Developmental Psychology
- EDUC 210: Observing the School Process
- EDUC 215: Instructional Communication
- Choose 1 of the following:
  - EDUC / PHIL 220: Philosophy of Education
  - EDUC / SOAN 244: Anthropology of Education
  - EDUC 239 / SOAN 239: History of Education in American Society
- EDUC 313: Reading Methods in the Content Areas
- EDUC 314: Inclusive Learning Environments
- EDUC 315: Middle School Fieldwork and Seminar
- EDUC 419: Adolescent Curriculum and Instructional Design / Senior Seminar
- EDUC 420: Discipline Specific Methods Teaching Adolescents / Senior Seminar (only for those seeking Secondary licensure)
- EDUC 422 Discipline-Specific PK-12 Curriculum and Instructional Design / Senior Seminar (only for those seeking PK-12 licensure)
- EDUC 421: Student Teaching in Adolescent Classrooms

**The following courses are required for majors in elementary education:**

- PSYC 110: Introduction to Psychological Science

- PSYC 210: Developmental Psychology
- EDUC 210: Observing the School Process
- EDUC 215: Instructional Communication
- Choose 1 of the following:
  - EDUC / PHIL 220: Philosophy of Education
  - EDUC / SOAN 244: Anthropology of Education
  - EDUC 239 / HIST 239: History of Education in American Society
- EDUC 303: Elementary Reading Methods
- EDUC 304: Elementary Fieldwork
- EDUC 312: Arts in the Learning Process
- EDUC 314: Inclusive Learning Environments
- EDUC 416: Elementary Content Area Literacy and Social Studies Methods / Senior Seminar
- EDUC 417: Elementary Math and Science Methods / Senior Seminar
- EDUC 418: Elementary Student Teaching

**Additional requirements:**

All Education majors are required to meet with an advisor in the Department of Education to:

- determine a specific program (secondary, PK-12, elementary)
- declare the major
- plan a tentative 4-year course of study to meet program requirements
- learn about other program requirements, including [developmental portfolio \(checkpoint\) requirements](#)
- learn about necessary state licensure exams, including [content area tests](#) and edTPA

**Education Policies**

**Grade Policies**

- A student must earn a B- or better grade in any Education (EDUC) course for the course to count toward the Education major and licensure.
- A student must earn a C or better grade in all non-Education licensure course requirements, including content major courses and cross-listed EDUC courses, for the course to count toward the licensure program.
- No course that counts towards the Education major and licensure, including content major courses and cross-listed EDUC courses, may be taken with the Pass/Fail grade option. All Pass/Fail grades earned toward the Education major and licensure must be converted to the actual (A-F) grade equivalent and factored into the GPA.
- All other courses are subject to the College's grade policy.
- See the Education Department Policies and Procedures for additional information.

### **Academic Grievances for Teacher Education Students**

Teacher education candidates have the same academic rights and responsibilities as all Lake Forest College students. There are, however, specific situations in the teacher education program when decisions may be cause for student grievances. These situations include the following:

- Admission to or dismissal from the teacher education program, a clinical experience, or student teaching
- Evaluation of the candidate's performance in courses, clinical experiences, or student teaching
- Recommendation for state licensure or for employment

Students who wish to appeal any of these teacher education matters should first confer with the Chair of the Education Department. Appeals must be made in writing to the Education Advisory Council through the Chair of the Education Department. Students may have personal, academic, or legal support in hearings concerning teacher education matters. If an issue remains unresolved, the student may take his or her grievance to the AAB or the Dean

of Faculty, depending on the nature of the grievance, and, finally, to the President of the College.

## **Policies and Procedures Handbook**

### [Policies and Procedures Handbook](#)

#### Developmental Portfolio (Checkpoint Process)

The developmental portfolio comprises four checkpoints, each at different stages throughout your education trajectory, from becoming a teacher candidate (entering into the program) through exiting the program. Each checkpoint involves reflecting on your progress utilizing artifacts from your coursework (i.e., papers, tests, presentations, etc.) and fieldwork experiences (i.e., lesson plans, student work samples). The portfolio will be officially assessed at each checkpoint to determine your progress in meeting the standards and advancing through the program.

The [Development Portfolio is available online](#) as well as in [Word Document form](#).

#### Requirements for the Minor in Educational Studies

A minor in education studies complements any major and equips the graduate with a versatile skillset. The educational studies minor will demonstrate an understanding of educational issues related to social justice and human rights, political ideology and power structures, economics, cultural perspectives, gender issues, urban studies, and global citizenship. These perspectives enable our graduates to engage with the world around them in a way that empowers them to facilitate change. The educational studies minor will demonstrate an ability to critically analyze the purposes of education and understand how these are or are not actualized both in the United States and on a more global level.

#### Course Requirements (at least 6 credits):

- Education 210: Observing the Schooling Process
- 1 of the following courses:
  - Psychology 210: Developmental Psychology

- Psychology 318: Psychology Applied to Education
- 2 of the following courses:
  - History /Education 239: History of Education in American Society
  - Philosophy / Education 220: Philosophy of Education
  - Sociology & Anthropology / Education 244: Anthropology of Education
  - Education 215: Instructional Communication Theory and Practice
- 2 of the following courses:
  - Education 309: Immigration and Education: Race, Language, and American Schools
  - Education 310: Equity and Social Justice in Schools
  - Education 312: Integrating the Arts in the Learning Process
  - Education 314: Inclusive Learning Environments
  - Education 320: Comparative and International Education: Education as the Practice of Freedom
  - Education 344: Africa in Films: Language, Education, and Development
  - Education 346: Africa in Films: Gender, Education, and Development
  - Education 450: Special Studies in Education (including the option for an approved internship)
  - International Relations 322/Education 322: Education and Development in Developing Countries
  - Linguistics 300: Second Language Learning and Teaching
  - Politics 327: Democracy and Our Schools
  - Psychology 318: Psychology Applied to Education
  - Sociology & Anthropology 350: Sociology of Knowledge
  - Sociology & Anthropology 385: Intellectuals and Society



## Learning Outcomes

The expected Student Learning Outcomes for the Education Department are:

1. The education major (teacher candidate) will demonstrate professional characteristics, responsive teaching practices, resourcefulness, teacher efficacy, and reflective capacities as these are described specifically in the Education Department's document entitled "Identifying Dispositions of a Lake Forest College Educated Teacher".
2. The education major (teacher candidate) will meet all standards articulated for effective beginning teaching in the areas of planning, instructional delivery and assessment in each candidate's respective discipline (e.g., social science, chemistry, elementary education, etc.).

The expected Student Learning Outcomes for the Educational Studies Program are:

1. The educational studies minor will demonstrate an understanding of educational issues related to social justice and human rights, political ideology and power structures, economics, cultural perspectives, gender issues, urban studies, and global citizenship.
2. The educational studies minor will demonstrate an ability to critically analyze the purposes of education and understand how these are or are not actualized both in the United States and on a more global level.

## Education Courses

### **EDUC 104: Elem Math from Advanced Standpoint**

EDUC 104: Elementary Math from an Advanced Standpoint This course presents a critical examination of several topics from elementary mathematics. The course stresses three themes: mathematics in the liberal arts, mathematics from a historical perspective, and mathematics as a problem-solving activity. Topics to be covered include college algebra, numeration systems, non-base-10 representations, and elementary number theory including primes and factorizations, rationals as terminating and repeating decimals, irrationals, simple probability experiments, elementary set theory, and mathematical reasoning. Cross-listed as: MATH 104 (This course satisfies Quantitative Reasoning.)  
cross listed: MATH 104

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### **EDUC 112: Learning About Our World**

(Learning About Our Living and Physical World) This course examines selected topics in life science, earth science, and physical science, such as the human body and its functions; ecosystems; weather; the physical and chemical properties of matter; energy and motion of objects; and components of the solar system. Designed primarily to provide elementary education majors with the necessary background for teaching in K-8 schools, the course is appropriate for other students interested in strengthening their knowledge and confidence in investigating fundamental concepts and ideas in science. Students participate in lectures, discussions, presentations and projects, and laboratory activities. Does not satisfy requirements for the Biology major. (This course satisfies Natural Science.)

cross listed: BIOL 112

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### **EDUC 170: Intro to Music Teaching & Learning**

This course introduces students to the skills of teaching music. It explores how human beings acquire musicianship, and covers the foundational elements of music education. Musical elements addressed include: musical development, musical aptitude, listening, movement, rhythm, song teaching, singing, improvisation, composition, and basic teaching techniques associated with these. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with elementary students are key components of this course. Prerequisite: MUSC 251 or Instructor approval. (This course satisfies Social Science and Speaking Intensive.)

cross listed: MUSC 170, MUSE 170

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### **EDUC 210: Observing the Schooling Process**

An introduction to the teaching-learning process from elementary through high school. Participants observe, analyze, and discuss a variety of educational environments, including classrooms with exceptional students and classrooms in multicultural settings. Major focus on developing competencies in

educational library research and writing skills. Not open to First-Year students. (This course satisfies Social Science and Writing Intensive.)

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### **EDUC 215: Instructional CommTheory & Practice**

EDUC 215: Instructional Communication Theory and Practice This course applies socio-linguistic theory to the understanding of learning in academic settings. Based on the premise that knowledge is socially constructed, race, gender, class, and ethnicity are considered social markers that shape the meanings and the values assigned to instructional messages. Students study communication practices in the classroom, apply theories in their analyses, and practice methods and strategies toward becoming more effective communicators through creation and/or delivery of lecture, discussion and cooperative learning simulations. (This course satisfies Social Science and Speaking Intensive.)

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### **EDUC 220: Philosophy of Education**

Survey of significant theories of education, introduction to philosophical analysis of educational concepts, and development of analytical skills applicable to clarifying and resolving pedagogical and policy issues. (This course satisfies Humanities.)  
cross listed: PHIL 220

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### **EDUC 239: Hist of Educ in American Society**

(History of Education in American Society.) Two hundred years ago, the vast majority of men and women in the United States only attended a formal school for a few years at most. Many of the functions we associate with schooling - the transmission of knowledge, socialization, and job preparation - took place in the home, community, or workplace. The story of the 19th and 20th century is the story of the expansion of education into a central experience in the lives of Americans, delivered in a vast network of educational institutions. By moving thematically through the roles of both K-12 and higher education, this course will examine the processes through which a wide array of social functions moved into the school system, and the modern U.S. educational system was forged. A central course theme will be how established forms of

social inequality and exclusion were incorporated into and then reproduced by an expanding system of education. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: HIST 239, AMER 270

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### **EDUC 244: Anthropology of Education**

For the anthropologist, education is the mechanism of social reproduction, a strategy not limited to schooling but in fact encompassing a person's entire life. For much of the world, the privileging of schooling as a site of education has had real ramifications on the possibility of maintaining cultural forms that go against the pressures of globalization and capitalism. This course opens with a broad consideration of education before focusing on schooling as the preferred institutional form of education under early 21st century globalism. Our questions will include both how schooling operates to maintain existing social structures and power relations and the possibilities - and consequences - of schools as a site of change. .

cross listed: SOAN 244

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### **EDUC 271: Teaching Winds and Percussion**

EDUC 271: The Art of Teaching Wind and Percussion Instruments. This course introduces students to the techniques of teaching woodwind, brass, and percussion instruments. Students will develop competency on these instruments and learn appropriate instructional strategies to teach these instruments. Specific instruments include: flute, clarinet, alto saxophone, trumpet, horn, trombone, euphonium, snare drum, and bells. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with elementary/middle school students are key components of this course. Prerequisites: EDUC 170 Corequisites: No corequisites (This course satisfies Social Science.)

cross listed: MUSC 271, MUSE 271

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### **EDUC 272: Teaching String Instruments**

EDUC 272: The Art of Teaching String Instruments. This course introduces students to the techniques of playing and teaching string instruments.

Students will develop competency on these instruments and learn appropriate instructional strategies to teach these instruments. Specific instruments include: violin, viola, cello, and bass. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with elementary/middle school students are key components of this course. Prerequisites: EDUC 170, with a grade of B- or better. Corequisites: No corequisites. (This course satisfies Social Science.) cross listed: MUSC 272, MUSE 272

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### **EDUC 273: Teaching Instrumental Ensembles**

EDUC 273: The Art of Teaching Instrumental Ensembles. This course introduces students to the techniques of teaching bands and orchestras. This course is intended to provide students with a strong foundation of both skill and conceptual understanding in order to prepare them for a career in instrumental music education. It involve learning within both a college classroom setting and as a teacher and observer within K-12 schools. Specific elements include: conducting, score study, rehearsal technique, practical elements associated with organizing and executing an instrumental ensemble, and band/orchestra literature. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with middle school students are key components of this course. Prerequisites: EDUC 170 with a grade of B- or better. Corequisites: No corequisites. (This course satisfies Social Science.) cross listed: MUSC 273, MUSE 273

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### **EDUC 274: Teaching Choral Ensembles**

EDUC 274: The Art of Teaching Choral Ensembles. This course introduces students to the techniques of teaching choir. This course is intended to provide students with a strong foundation of both skill and conceptual understanding in order to prepare them for a career in vocal music education. It involves learning within both a classroom setting and as a teacher and observer within K-12 schools. Specific elements include: conducting, score study, rehearsal technique, practical elements associated with organizing and executing a choral ensemble, and choral literature. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching

and clinical work with middle school students are key components of this course. Prerequisites: EDUC 170 with a grade of B- or better. Corequisites: No corequisites. (This course satisfies Social Science.)  
cross listed: MUSC 274, MUSE 274

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### **EDUC 275: Teaching Music in Elementary School**

EDUC 275: Teaching Music in the Elementary School. This course introduces students to the techniques of teaching music to elementary age students. Students will become exposed to developmentally appropriate musical activities for students in kindergarten through eighth grade. Multiple approaches will be presented including Orff, Kodaly, Dalcroze, and Music Learning Theory. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with elementary students are key components of this course. Prerequisites: MUSC 170 with a grade of B- or better. Corequisites: No corequisites. (This course satisfies Social Science and Technology Intensive.)  
cross listed: MUSE 275

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### **EDUC 300: Language Learning, Teaching, and AI**

(Language Learning, Teaching, and AI Collaboration) This course offers a comprehensive exploration of language as a system, encompassing research findings on language learning and teaching, along with insights into the collaborative integration of AI in the classroom. Students investigate the subfields of linguistics, such as phonology, morphology, semantics, syntax, discourse and pragmatics, language acquisition, second-language research methods, and language pedagogy. This course is about how to use language acquisition research and generalizations derived from it to inform teaching practices and materials design. Those considering teaching in the future can reflect on how to apply both the emerging and ongoing developments, research, and trends, such as translanguaging pedagogy, TPR storytelling pedagogy in the field to classroom instruction. Furthermore, the course explores the intersection of education and artificial intelligence, fostering discussions on the role of AI in language learning with attention to questions of bias and equitable learning opportunity. While this course is particularly designed for students interested in investigating the most effective methods

for language instruction, it is also geared to raise awareness of how languages are both taught and ascertained. No prerequisites. (This course satisfies Humanities and Technology Intensive.)

cross listed: LING 300

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### **EDUC 303: Reading Methods in Elementary Schl**

EDUC 303: Reading Methods in the Elementary School Places emphasis on theories of language acquisition and on characteristics of language development as they relate to teaching reading and the language arts. Includes research-based practices related to teaching reading comprehension, vocabulary acquisition and development, fluency, and grapho-phonemic skills; includes multiple approaches to reading and language instruction. Students will learn strategies for teaching ELL students and students with exceptional needs and differentiation models for meeting the needs of each student. This course must be taken concurrently with Education 304. EDUC 303 and 403 meet concurrently. For 400-level credit, additional coursework is required. Prerequisites: Education 210 and licensure candidate status.

cross listed: EDUC 403

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### **EDUC 304: Elementary Fieldwork & Seminar**

Half-day pre-student teaching fieldwork practicum in the elementary school. Elementary licensure candidates complete 130 hours of supervised classroom observation and participation. Placements are arranged by the Education Department and supervised by faculty within the Education Department on a biweekly basis. Placement is in an under-resourced school district with a focus on instructional strategies for English language learners. This course must be taken concurrently with Education 303. Prerequisites: Education 210 and licensure candidate status. EDUC 304 and 404 meet concurrently. For 400-level credit, additional coursework is required. (This course satisfies Experiential Learning and Domestic Pluralism.)

cross listed: EDUC 404

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### **EDUC 309: Immigration and Education**

EDUC 309: Immigration and Education: Race, Language, and American Schools While immigration has become a lightning rod for political debate, there is a long history of using education as a tool toward socializing different newcomer groups into American society. This course will examine the ways in which schools have wrestled with the issues of immigration, race, and language as well as the policies and programs that serve to meet immigrant needs in schools, and the social and political implications of immigration. There will be special attention given to Chicago's particular port-of-entry issues. .

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### **EDUC 310: Equity & Social Justice in Educ**

(Equity and Social Justice in Education) This course examines 'equity' and 'social justice' both as concepts and in the context of three aspects of education: the historical founding of U.S. schools on oppressive ideals; the primary roles of race/ethnicity, space, and socioeconomic status, but also religion, gender, sexual orientation, language, and (dis)ability in individual and group experiences of schooling; and strategies for socially just education. The course uses documentary history, scholarly sources, and personal narratives to explore tensions between the ideals of freedom and equality and the reality of segregation and marginalization in U.S. education. Course content focuses on U.S. public education as a microcosm of equity and social justice issues nationally and internationally. Not open to first-year students. (This course satisfies Social Science and Domestic Pluralism.)  
cross listed: ETHC 340, AFAM 310

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### **EDUC 311: Advanced Fieldwork**

Students who have completed 210 and wish to have additional experience of a different nature in school settings may apply for independent study in schools. Research on some special aspect of schooling is often required. This course is graded only on a Credit/D/Fail basis.

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### **EDUC 312: Integrating Arts in Learning Proc**

EDUC 312: Integrating the Arts in the Learning Process This course focuses on the integration of the fine arts in the elementary school curriculum.



Students will learn how to meaningfully incorporate the visual arts, drama, music, and dance across the natural sciences, social sciences, and humanities in K-8 classrooms to enrich the learning process. (This course satisfies Creative & Performing Arts.)

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### **EDUC 313: Reading Methods in Content Areas**

Multiple approaches to the teaching of reading, characteristics of language development and its relation to intellectual development in the disciplines, and the application of instructional models to the teaching of writing and reading in the content areas, including teaching exceptional students, especially English Language Learners. This course must be taken concurrently with Education 315. Prerequisites: Education 210 and teacher licensure candidate status. EDUC 313 and 413 meet concurrently. For 400-level credit, additional coursework is required.  
cross listed: EDUC 413

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### **EDUC 314: Inclusive Learning Environments**

This course provides the learner with the general knowledge and skills for understanding and working with students with diverse needs. There is an emphasis on approaches and methodologies that establish an inclusive classroom environment, including strategies for curriculum modifications/adaptations; positive behavioral support; Response to Intervention (RtI); and other evidence-based practices that support the needs of diverse students. Topics include federal and state legislation that govern special education and the role of the general education teacher; identification, evaluation, and placement of students suspected of having a disability; analysis of the 13 Disability Categories in IDEA 2004 and evidence-based practices to improve outcomes; observation and analysis of students with diverse needs in various learning environments; the use of empirical data to engender appropriate curricular and managerial modifications and accommodations, including the use of special education instructional strategies and methods of instruction for cross-categorical special education students; and the development of classroom cultures that are sensitive and responsive to differences in gender and sexual orientation. Prerequisite: Psychology 210 or permission of the department chairperson. Meets

concurrently with EDUC 414. Additional coursework is required for 400-level credit. (This course satisfies Social Science and Domestic Pluralism.)  
cross listed: EDUC 414

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### **EDUC 315: Middle School Fieldwork & Seminar**

Half-day pre-student teaching fieldwork practicum in the middle and junior high school. Secondary licensure candidates complete 130 hours of supervised classroom observation and participation. Placements are arranged by the Education Department and supervised by faculty within the Education Department on a biweekly basis. Placement is in an under-resourced school district with a focus on instructional strategies for English language learners. This course must be taken concurrently with Education 313. Prerequisite: Education 210 and licensure candidate status. EDUC 315 and 415 meet concurrently. For 400-level credit, additional coursework is required. (This course satisfies Experiential Learning and Domestic Pluralism.)  
cross listed: EDUC 415

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### **EDUC 320: Comparative and International Educ**

(Comparative and International Education: Education as the Practice of Freedom) This course examines both the study and practice of comparative and international education. The course is organized with a multidisciplinary perspective with analysis of history, theory, methods, and issues in comparative and international education. A major goal of the course is to interrogate the linkages between education and society. Recurrent themes will be examined to demonstrate how every educational system not only arises from but also shapes its particular socio-cultural context. Students will have the opportunity to deepen and expand their knowledge of educational issues within a global context. Not open to first year students. (This course satisfies Social Science and Global Perspective.)  
cross listed: ETHC 330, SOAN 344

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### **EDUC 322: Education in Developing Countries**

(Education and Development in Developing Countries) This course explores the historical background, philosophical foundations and major themes in the

education of 'developing countries' within the broader context of global development and social change. The specific goal of this course is to familiarize students with the evolution of and critical issues in formal education in most low income, less industrialized nations. Students will be able to explore contemporary themes in education from a historical and comparative perspective. Additionally, they will expand their conceptual schema for rethinking educational issues within and beyond their own societies. Geographically, this course covers countries in Africa, Asia and Latin America, but runs comparisons with countries in Europe and North America when theoretically relevant. Reading materials build on development studies and several disciplines in the social sciences and humanities such as history, philosophy, anthropology, sociology and education. Not open to first year students. (This course satisfies Social Science and Global Perspective.)  
cross listed: SOAN 343

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### **EDUC 340: Africa in Films: Pol., Edu., & Dev.**

(Africa in Films: Politics, Education, and Development.) Africa is an enigma in global imagination. This course uses film as lens to explore historical, cultural, political, and theoretical perspectives on education and social change in African societies. Specifically, it examines the role of politics in the broader contexts education and international development. Key themes--such as tradition and modernity, culture and identity, power and politics, demography and ecology, gods and technology--all draw from historical and contemporary representations of Africa in films to deepen our understanding of the complex origins of humanity and its relationship with rest of the world. Class sessions feature films in/on Africa and discussions on select themes relating to indigenous political institutions, empire, the state, international relations, education, and social change. No prerequisites. (This course satisfies Social Science and Global Perspective.)  
cross listed: CINE 340

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### **EDUC 344: Africa in Films: Lang., Educ., Dev.**

(Africa in Films: Language, Education, Development.) Africa is an enigma in global imagination. This course uses films as lenses to explore historical, cultural, political, and theoretical perspectives on education and social change

in African societies. Specifically, it examines language policies and linguistic practices in learning contexts and in the broader context of global development. Key themes--such as tradition and modernity, orality and literacy, communication and conflict, culture and identity, power and politics, demography and ecology, gods and technology--all draw from historical and contemporary representations of Africa in films to deepen our understanding of the complex origins of humanity and its connection to rest of the world. Class sessions feature films in/on Africa and discussions on select themes. No prerequisites. (This course satisfies Social Science and Global Perspective.)  
cross listed: CINE 344

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### **EDUC 346: Africa in Films: Gender, Edu., Dev.**

(Africa in Films: Gender, Education, and Development.) Africa is an enigma in global imagination. This course uses film as lens to explore historical, cultural, political, and theoretical perspectives on education and social change in African societies. Specifically, it examines gender mainstreaming and global education norm making in the broader contexts international development. Key themes--such as tradition and modernity, heteropatriarchy, culture and identity, power and politics, demography and ecology, gods and technology--all draw from historical and contemporary representations of Africa in films to deepen our understanding of the complex origins of humanity and its connection to rest of the world. Class sessions feature films in/on Africa and discussions on select themes. No prerequisites. (This course satisfies Social Science and Global Perspective.)  
cross listed: CINE 346, GSWS 346

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### **EDUC 403: Reading in the Elementary School**

Reading Methods in the Elementary School: Places emphasis on theories of language acquisition and on characteristics of language development as they relate to teaching reading and the language arts. Includes research-based practices related to teaching reading comprehension, vocabulary acquisition and development, fluency, and grapho-phonemic skills; includes multiple approaches to reading and language instruction. Students will learn strategies for teaching ELL students and students with exceptional needs and

differentiation models for meeting the needs of each student. This course must be taken concurrently with Education 404. EDUC 403 and 303 meet concurrently. For 400-level credit, additional coursework is required. Prerequisites: Education 210 and MAT licensure candidate status. cross listed: EDUC 303

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### **EDUC 404: Elementary Fieldwork & Seminar**

Half-day pre-student teaching fieldwork practicum in the elementary school. Elementary licensure candidates complete 130 hours of supervised classroom observation and participation. Placements are arranged by the Education Department and supervised by faculty within the Education Department on a biweekly basis. Placement is in an under-resourced school district with a focus on instructional strategies for English language learners. This course must be taken concurrently with Education 403. Prerequisites: Education 210 and licensure candidate status. EDUC 404 and 304 meet concurrently. For 400-level credit, additional coursework is required. (This course satisfies Experiential Learning and Domestic Pluralism.) cross listed: EDUC 304

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### **EDUC 406: Subsequent Teaching Endorsement**

This course emphasizes the importance of developing pedagogical skills, competencies, and understandings relevant to the content area and grade range for the teacher candidate's subsequent teaching endorsement of focus. The course addresses relevant elementary, middle, and high school philosophy, curriculum, instruction, methods, and design as well as development of lessons and programs for the content area and developmental level of focus for the teacher candidate's subsequent endorsement. Additionally, teacher candidates will participate in a pre-student teaching practicum fieldwork for a minimum of 60 hours in an elementary, middle, or high school classroom as relevant to the candidate's subsequent teaching endorsement of focus. Prerequisites: EDUC 303 and 304 (for elementary candidates) with a grade of B- or better or 313 and 315 (for secondary/K-12 candidates) with a grade of B- or better. EDUC 406 and 506 meet concurrently. For 500-level credit, additional coursework is required. (This

course satisfies Experiential Learning.)  
cross listed: EDUC 506

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### **EDUC 411: Advanced Fieldwork**

Students who have completed 210 and wish to have additional experience of a different nature in school settings may apply for independent study in schools. Research on some special aspect of schooling is often required. This course is graded only on a Pass-Fail basis.

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### **EDUC 413: Reading Methods in Content Areas**

Multiple approaches to the teaching of reading, characteristics of language development and its relation to intellectual development in the disciplines, and the application of instructional models to the teaching of writing and reading in the content areas, including teaching exceptional students, especially English Language Learners. This course must be taken concurrently with Education 415. Prerequisites: Education 210 and MAT licensure candidate status. EDUC 413 and 313 meet concurrently. For 400-level credit, additional coursework is required.

cross listed: EDUC 313

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### **EDUC 414: Inclusive Learning Environments**

This course provides the learner with the general knowledge and skills for understanding and working with students with diverse needs. There is an emphasis on approaches and methodologies that establish an inclusive classroom environment, including strategies for curriculum modifications/adaptations; positive behavioral support; Response to Intervention (RtI); and other evidence-based practices that support the needs of diverse students. Topics include federal and state legislation that govern special education and the role of the general education teacher; identification, evaluation, and placement of students suspected of having a disability; analysis of the 13 Disability Categories in IDEA 2004 and evidence-based practices to improve outcomes; observation and analysis of students with diverse needs in various learning environments; the use of empirical data to engender appropriate curricular and managerial modifications and

accommodations, including the use of special education instructional strategies and methods of instruction for cross-categorical special education students; and the development of classroom cultures that are sensitive and responsive to differences in gender and sexual orientation. Prerequisite: Psychology 210 or permission of the department chairperson. Meets concurrently with EDUC 314. Additional coursework is required for 400-level credit.

cross listed: EDUC 314

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### **EDUC 415: Middle School Fieldwork & Seminar**

Half-day pre-student teaching fieldwork practicum in the middle and junior high school. Secondary licensure candidates complete 130 hours of supervised classroom observation and participation. Placements are arranged by the Education Department and supervised by faculty within the Education Department on a biweekly basis. Placement is in an under-resourced school district with a focus on instructional strategies for English language learners. This course must be taken concurrently with Education 313. Prerequisite: Education 210 and licensure candidate status. EDUC 315 and 415 meet concurrently. For 400-level credit, additional coursework is required. (This course satisfies Experiential Learning and Domestic Pluralism.)

cross listed: EDUC 315

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### **EDUC 416: Elem & Mid Schl-Lit,Soc Stud, Sci**

(Elementary & Middle School Literacy, Social Studies and Science) This seminar focuses on research-based content area literacy practices and curriculum and instructional planning in social studies and science. Includes theoretical and philosophical frameworks for curriculum design, instructional approaches, and assessment. This course includes principles of establishing various learning environments for student engagement in learning and curriculum integration and how curricula are organized for children at differing developmental levels with various backgrounds in school literacy environments. This seminar also focuses on principles of and practices for using various technological teaching tools. This course has fieldwork observation experiences in social studies, science, and technology instruction. Prerequisite: Education 303/304 with a grade of B- or better; co-requisite:

Education 417. EDUC 416/516 meets concurrently. For 500-level credit, additional coursework is required. (This course satisfies Technology Intensive.)

cross listed: EDUC 516

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### **EDUC 417: Elem & Mid School Math**

(Elementary & Middle School Mathematics) This seminar focuses on curriculum and instructional planning in mathematics and how math curriculum is organized for children at differing developmental levels and with various backgrounds. This course includes theoretical and philosophical frameworks for curriculum design, instructional approaches, and assessment in math, including data analysis and its use in instructional planning. This course has fieldwork observation experiences in math instruction.

Prerequisite: Education 303/304 with a grade of B- or better; co-requisite Education 416. EDUC 417/517 meets concurrently. For 500-level credit, additional coursework is required. (This course satisfies Technology Intensive.)

cross listed: EDUC 517

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### **EDUC 418: Elem Student Teaching & Seminar**

(Elementary Student Teaching and Seminar) Full-day supervised teaching for 14 weeks in a cooperating school and a weekly seminar. This course is graded only on a SCR/D/Fail basis. (There will be a licensure portfolio scoring fee for this class of \$300.) Prerequisite: Education 416/417 with a grade of B- or better. EDUC 418 and 518 meet concurrently. For 500-level credit, additional coursework is required. (This course satisfies Experiential Learning.)

cross listed: EDUC 518

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### **EDUC 419: Adolescent Curr & Instruc Design**

(Adolescent Curriculum and Instructional Design) This senior seminar focuses on the practical use of educational theory in the adolescent classroom by investigating and applying knowledge of research-based curriculum design practices, learning theory, lesson and course planning, assessment and use



of data to improve instruction, integration of classroom technology, reading in the content areas, and classroom management. Students will conduct analyses of teaching theory and practice, create and analyze lesson design using an edTPA model, and analyze unit structures and resources through a series of authentic tasks. Prerequisite: Education 313/315 with a grade of B- or better; co-requisite Education 420. EDUC 419 and 519 meet concurrently. For 500-level credit, additional coursework is required. (This course satisfies Technology Intensive.)  
cross listed: EDUC 519

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### **EDUC 420: Disc Spec Mthds Teachng Adolescents**

(Discipline-Specific Methods for Teaching Adolescents) This senior seminar focuses on approaches and methodology in the teaching of the content area of licensure. Students will explore research-based instructional theories central to their teaching discipline, subject matter-specific ways of constructing knowledge, and specific methods of inquiry and assessment for learning in a particular subject field. Students will conduct research on an area of study relevant to their discipline, present content-area demonstration lessons, and construct a culminating unit demonstrating best practices for teaching in their disciplines. In addition, each student will be assigned a clinical placement in an adolescent classroom for 10 observation hours and consultation with a field-based faculty mentor in connection with the class. Prerequisite: Education 313/315 with a grade of B- or better; co-requisite Education 419. EDUC 420 and 520 meet concurrently. For 500-level credit, additional coursework is needed.

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### **EDUC 421: St Teach in Adolescent Classrms**

(Student Teaching in Adolescent Classrooms) Full-day supervised teaching for 14 weeks at the appropriate grade level in a cooperating school and a weekly seminar. This course is graded only on a SCR/D/Fail basis. (There is a licensure portfolio scoring fee for this class of \$300.) Prerequisite: Education 419/420 or 422 with a grade of B- or better. Meets concurrently with EDUC 521. For 500-level credit, additional coursework is required. (This course satisfies Experiential Learning.)  
cross listed: EDUC 521

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## **EDUC 422: Discipline-Specific PK-12 Curriclm**

(Discipline-Specific PK-12 Curriculum, Instructional Design, and Methodology)  
This senior seminar focuses on approaches and methodology in the teaching of the content area of licensure. Students explore research-based instructional theories central to their teaching discipline, subject matter-specific ways of constructing knowledge, and specific methods of inquiry and assessment for learning in a particular subject field. Students conduct research on an area of study relevant to their discipline, present content-area demonstration lessons, and construct a culminating unit demonstrating best practices for teaching in their disciplines. In addition, each student is assigned two clinical placements: one in a high school for 10 observation hours and consultation with a field-based faculty mentor; and one in an elementary school for 25 hours of practicum teaching experience with a mentor teacher and a college supervisor. Prerequisite: entrance into teacher licensure program; EDUC 313 and 315 with grades of B- or better; co-requisite EDUC 419. EDUC 422 and 522 meet concurrently. For 500-level credit, additional coursework is required. and second year MAT licensure candidate status.  
cross listed: EDUC 522

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## **EDUC 448: ADV. SEM.: ESL/Bilingual Education**

(Advanced Seminar: English as a Second Language and Bilingual Education.)  
The growing linguistic and cultural diversity of U.S. student population calls for responsive teachers to nurture students' rich and diverse linguistic and cultural assets. In this course, teacher candidates will study theories and practices of language acquisition and multiliteracy, such as research-based models of bilingual education and literacy instruction in English Learner (EL) students' primary language(s) and in English. The course focuses on instruction and assessment of content in the primary language(s) of EL students and in English. Assessment tools and techniques, as well as issues related to bias, reliability, and validity will be addressed. Additional topics include additive and subtractive theories of bilingual/multilingual education, support for English Language Learners and their families, multilingualism, translanguaging, and recognition of ESL students' cultural and linguistic assets. Prerequisites: EDUC 303/403 and EDUC 304/404 OR EDUC 313/413 and EDUC 315/415. EDUC 448 and 548 meet concurrently. For 500-level credit, additional

coursework is required. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: EDUC 548

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### **EDUC 450: Special Studies in Education**

Advanced research in the process of schooling and teaching. May be an independent project or an advanced internship. Available only to juniors and seniors. Can be taken for one or two credits depending on the scope of the project and with approval of Department Chair.

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### **EDUC 486: ADV SEM: Learning Behv. Speclst. 1**

(Advanced Seminar: Learning Behavior Specialist 1 (Special Education)). All learners are unique in their backgrounds, dispositions, and needs. To nurture and support these individual dynamics within a school context, special educators bring a deep understanding of learning differences, professional expertise as teachers, and an ethic of care to support diverse students, including those with Individualized Education Program (IEPs) and/or 504 Plans to succeed both in integrated learning contexts and beyond. This course is designed to expand the depth and knowledge of the foundational skills and learner characteristics introduced in the Inclusive Learning Environments (EDUC 314/414) course. It emphasizes educational and behavioral assessment; using data to plan instruction and write data-based goals; the use of evidence-based instructional and behavioral interventions; progress monitoring; and the role of collaboration and consultation in supporting students with diverse abilities. Prerequisites: EDUC 210 and EDUC 314. EDUC 486 and 586 meet concurrently. For 500-level credit, additional coursework is required.

cross listed: EDUC 586

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### **EDUC 501: Introduction to Teacher Research**

This course provides the MAT candidate with an introduction to educational research. Topics include the context of teacher research, an introduction to multiple varieties of teacher research, with an emphasis on action research, as well as grounding in quantitative and qualitative research methods. A case

study of action research will be completed. Prerequisite: Second year MAT licensure candidate status.

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### **EDUC 506: Subsequent Teaching Endorsement**

This course emphasizes the importance of developing pedagogical skills, competencies, and understandings relevant to the content area and grade range for the teacher candidate's subsequent teaching endorsement of focus. The course addresses relevant elementary, middle, and high school philosophy, curriculum, instruction, methods, and design as well as development of lessons and programs for the content area and developmental level of focus for the teacher candidate's subsequent endorsement. Additionally, teacher candidates will participate in a pre-student teaching practicum fieldwork for a minimum of 60 hours in an elementary, middle, or high school classroom as relevant to the candidate's subsequent teaching endorsement of focus. Prerequisites: Education 403 and 404 (for elementary candidates) with a grade of B- or better and second year MAT licensure candidate status or 413 and 415 (for secondary/K-12 candidates) with a grade of B- or better and second year MAT licensure candidate status. EDUC 506 and 406 meet concurrently. For 500-level credit, additional coursework is required.

cross listed: EDUC 406

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### **EDUC 516: Elem & Mid Schl-Lit,Soc Stud, Sci**

(Elementary & Middle School Literacy, Social Studies and Science) This graduate seminar focuses on research-based content area literacy practices and curriculum and instructional planning in social studies and science. Includes theoretical and philosophical frameworks for curriculum design, instructional approaches, and assessment. This course includes principles of establishing various learning environments for student engagement in learning and curriculum integration and how curricula are organized for children at differing developmental levels with various backgrounds in school literacy environments. This seminar also focuses on principles of and practices for using various technological teaching tools. This course has fieldwork observation experiences in social studies, science, and technology instruction. Prerequisite: EDUC 403 and 404 with a grade of B- or better. Corequisite:

EDUC 516X, EDUC 517. EDUC 516L/416 meets concurrently. For 500-level credit, additional coursework is required.

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### **EDUC 516: Seminar on Advanced Themes**

(Seminar on Advanced Themes in Philosophy and Pedagogy) This seminar examines selected themes in philosophy of education that guide educational practices. It builds on and advances ideas and topics covered in EDUC 220, Philosophy of Education. The themes covered address the broad processes through which societies attempt to develop human capabilities and impart knowledge through schooling. Specific themes include the purpose of education, progressivism, teaching, curriculum (and particularly curricular diversity and anti-racism education), multiculturalism, technology, and the politics of education, with the U.S. as its primary (but not only) sociocultural context. By integrating theoretical and practical issues, this seminar helps students refine their philosophical outlook on education and the teaching profession and finetune philosophical tools for pedagogical decision-making. The seminar draws from traditions of Western, Eastern, and African philosophies. Students develop a philosophy and pedagogy integrated paper to advance their MAT action research project. Prerequisite: EDUC 501 with a grade of B- or better. Corequisite: EDUC 516L.

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### **EDUC 517: Elem & Mid School Math**

(Elementary & Middle School Mathematics) This seminar focuses on curriculum and instructional planning in mathematics and how math curriculum is organized for children at differing developmental levels and with various backgrounds. This course includes theoretical and philosophical frameworks for curriculum design, instructional approaches, and assessment in math, including data analysis and its use in instructional planning. This course has fieldwork observation experiences in math instruction. Prerequisite: Education 303/304 with a grade of B- or better and second year MAT Licensure candidate status; co-requisite Education 516. EDUC 417/517 meets concurrently. For 500-level credit, additional coursework is required. cross listed: EDUC 417

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### **EDUC 518: Elementary Student Teaching & Semnr**

(Elementary Student Teaching and Seminar) Full-day supervised teaching for 14 weeks in a cooperating school and a weekly seminar. This course is graded only on a SCR/D/Fail basis. (There will be a licensure portfolio scoring fee for this class of \$300.) Prerequisite: EDUC 516L/X, and 517 with a grade of B- or better. Co-Requisite: EDUC 518X. EDUC 518L and 418 meet concurrently. For 500-level credit, additional coursework is required.

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### **EDUC 518: Teacher Action Research Project**

(Teacher Action Research Project) This course provides the MAT candidate with an opportunity to conduct a teacher action research project within the context of the student teaching placement. Supervision will be provided by Education Department Faculty members as well as the cooperating teaching in the elementary or secondary placement. Prerequisite: EDUC 516 and 517 with a grade of B- or better. Corequisite: EDUC 518L

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### **EDUC 519: Adolescent Curr and Instruct**

(Adolescent Curriculum and Instructional Design) This graduate seminar focuses on the practical use of educational theory in the adolescent classroom by investigating and applying knowledge of research-based curriculum design practices, learning theory, lesson and course planning, assessment and use of data to improve instruction, integration of classroom technology, reading in the content areas, and classroom management. Students will conduct analyses of teaching theory and practice, create and analyze lesson design using an edTPA model, and analyze unit structures and resources through a series of authentic tasks. Additional work aligned with the National Board for Professional Teaching Standards criteria will be required. Prerequisite: Education 413 and 415 with a grade of B- or better and second year MAT licensure candidate status. Corequisites: EDUC 519X and either EDUC 520 or 522. EDUC 519L and 419 meet concurrently. For 500-level credit, additional coursework is required.

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### **EDUC 520: Disc Spec Mthds Teach Adols**

(Discipline-Specific Methods for Teaching Adolescents) This graduate seminar focuses on approaches and methodology in the teaching of the content area of licensure. Students will explore research-based instructional theories central to their teaching discipline, subject matter-specific ways of constructing knowledge, and specific methods of inquiry and assessment for learning in a particular subject field. Students will conduct research on an area of study relevant to their discipline, present content-area demonstration lessons, and construct a culminating unit demonstrating best practices for teaching in their disciplines. In addition, each student will be assigned a clinical placement in an adolescent classroom for 10 observation hours and consultation with a field-based faculty mentor in connection with the class. Additional work aligned with the National Board for Professional Teaching Standards criteria will be required. This course must be taken concurrently with Education 519. Prerequisite: Education 413 and 415 with a grade of B- or better and second year MAT licensure candidate status. EDUC 520 and 420 meet concurrently. For 500-level credit, additional coursework is needed.

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### **EDUC 521: Student Teach in Adol Classrooms**

(Student Teaching in Adolescent Classrooms) Full-day supervised teaching for 14 weeks at the appropriate grade level in a cooperating school and a weekly seminar. This course is graded only on a SCR/D/Fail basis. (There is a licensure portfolio scoring fee for this class of \$300.) Prerequisite: EDUC 519L/X, and 520 or 522 with a grade of B- or better. Corequisite: EDUC 521X. Meets concurrently with EDUC 421. For 500-level credit, additional coursework is required.

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### **EDUC 522: Discipline-Specific PK-12 Curriculum**

(Discipline-Specific PK-12 Curriculum, Instructional Design, and Methodology) This senior seminar focuses on approaches and methodology in the teaching of the content area of licensure. Students explore research-based instructional theories central to their teaching discipline, subject matter-specific ways of constructing knowledge, and specific methods of inquiry and assessment for learning in a particular subject field. Students conduct research on an area of study relevant to their discipline, present content-area demonstration lessons, and construct a culminating unit demonstrating best practices for teaching in

their disciplines. In addition, each student is assigned two clinical placements: one in a high school for 10 observation hours and consultation with a field-based faculty mentor; and one in an elementary school for 25 hours of practicum teaching experience with a mentor teacher and a college supervisor. Prerequisite: entrance into teacher licensure program; EDUC 413 and 415 with grades of B- or better and second year MAT licensure candidate status; co-requisite EDUC 519. EDUC 422 and 522 meet concurrently. For 500-level credit, additional coursework is required.  
cross listed: EDUC 422

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### **EDUC 548: ADV. SEM.: ESL/Bilingual Education**

(Advanced Seminar: English as a Second Language and Bilingual Education.) The growing linguistic and cultural diversity of U.S. student population calls for responsive teachers to nurture students' rich and diverse linguistic and cultural assets. In this course, teacher candidates will study theories and practices of language acquisition and multiliteracy, such as research-based models of bilingual education and literacy instruction in English Learner (EL) students' primary language(s) and in English. The course focuses on instruction and assessment of content in the primary language(s) of EL students and in English. Assessment tools and techniques, as well as issues related to bias, reliability, and validity will be addressed. Additional topics include additive and subtractive theories of bilingual/multilingual education, support for English Language Learners and their families, multilingualism, translanguaging, and recognition of ESL students' cultural and linguistic assets. Prerequisites: EDUC 303/403 and EDUC 304/404 OR EDUC 313/413 and EDUC 315/415. EDUC 548 and 448 meet concurrently. For 500-level credit, additional coursework is required. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: EDUC 448

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### **EDUC 586: ADV SEM: Learning Behv. Speclst. 1**

(Advanced Seminar: Learning Behavior Specialist 1 (Special Education)). All learners are unique in their backgrounds, dispositions, and needs. To nurture and support these individual dynamics within a school context, special educators bring a deep understanding of learning differences, professional



expertise as teachers, and an ethic of care to support diverse students, including those with Individualized Education Program (IEPs) and/or 504 Plans to succeed both in integrated learning contexts and beyond. This course is designed to expand the depth and knowledge of the foundational skills and learner characteristics introduced in the Inclusive Learning Environments (EDUC 314/414) course. It emphasizes educational and behavioral assessment; using data to plan instruction and write data-based goals; the use of evidence-based instructional and behavioral interventions; progress monitoring; and the role of collaboration and consultation in supporting students with diverse abilities. Prerequisites: EDUC 210 and EDUC 414. EDUC 586 and 486 meet concurrently. For 500-level credit, additional coursework is required.  
cross listed: EDUC 486



# English and Creative Writing

## Faculty

*Robert Archambeau*

Professor of English  
Chair of English (spring)

*Joshua Corey*

Professor of English  
Chair of English (fall)

*Carla Arnell*

Professor of English

*Benjamin Goluboff*

Professor of English

*Katy Reedy*

Visiting Assistant Professor of English

*Davis Schneiderman*

Professor of English

*RL Watson*

Assistant Professor of English and African American Studies

Major in English

We offer two areas of concentration: the Writing Track and the Literature Track.

All majors learn how to read and interpret complex texts, how to relate one text to another and to a tradition, and how to read texts within historical and multicultural contexts. Majors who choose the writing track practice their craft with four targeted creative courses, including two intermediate workshops in topics such as fiction, new media writing, poetry, and environmental writing. We offer literature courses organized in various ways, focusing on historical periods, single authors, literary types, thematic issues, multicultural literature, and gender issues. Courses taken Pass-Fail may count towards the major or minor in English.

*Requirements for the Major:*

At least 10 credits

Literature Track

- Classics of Literature Sequence (must be taken in chronological order):
  - English 210: Gods, Monsters & Questing Humanity: Ancient and Medieval Literature
  - English 211: From Fairyland to Flying Islands: Renaissance to Enlightenment English Literature
  - English 212: Romantics, Rebels, and Bohemians: English Literature in the Long 19th Century
- American Literature Sequence
  - 1 course from the 19th century or earlier
    - English 203: Early American Literature
    - English 204: Diverse Voices of Nineteenth-Century United States Literature
    - English 216: African American Literature 1
    - English 316: Voices of Reform: Nineteenth-Century African American Writings
  - 1 course from the 20th century or later
    - English 205: Diverse Voices of Twentieth-Century United States Literature

- English 206: United States Environmental Literature
- English 214: James Baldwin
- English 217: African American Literature II
- English 219: Malcolm & Martin: The Literature of Peace & Resistance
- English 224: Special Studies: Literature of the Vietnam War
- English 228: Women Writing Women
- English 238: Literature/Culture in the Age of AI
- English 250: Contemporary Literature
- English 264: The Beat Generation: Influences and Legacy
- English 266: Reading the American Graphic Novel
- English 326: Postmodernism
- English 327: 21st Century Black Authors

- 2 period courses chosen from:

- English 220: Shakespeare
- English 303: Psychics, Spiritualists, and Mystics: Adventures in Edwardian Fiction
- English 304: The Romantic Period
- English 305: Victorian Literature
- English 306: Happiness and the 19th Century Novel
- English 309: Deceit and Desire in Chaucer's Fiction
- English 310: The Arthurian Tradition
- English 316: Voices of Reform: Nineteenth-Century African American Writings
- English 321: Modern Fiction
- English 336: British Women Writers

- English 341: Existentialism and the Modern Novel
- English 346: Jewish-American Literature
- English 347: Modernist Masters of Consciousness: Woolf, Joyce, Beckett
- English 380: J.R.R. Tolkien and the Literature of the Inklings
- English 403: Emily Dickinson
- English 404: W.B. Yeats
- At least 2 electives in English not including English 100 or English 101. Only one of these may be at the 100-level.
- English 450: Theory of Literature to complete the Senior Studies Requirement (A senior thesis may be undertaken by approval of the Chair, but cannot be completed in lieu of the senior seminar.)

#### Writing Track

- Classics of Literature Sequence (must be taken in chronological order):
  - English 210: Gods, Monsters & Questing Humanity: Ancient and Medieval Literature
  - English 211: From Fairyland to Flying Islands: Renaissance to Enlightenment English Literature
  - English 212: Romantics, Rebels, and Bohemians: English Literature in the Long 19th Century
- American Literature Sequence
  - 1 course from the 19th century or earlier
    - English 203: Early American Literature
    - English 204: Diverse Voices of Nineteenth-Century United States Literature
    - English 216: African American Literature I
    - English 316: Voices of Reform: Nineteenth-Century African American Writings
  - 1 course from the 20th century or later

- English 205: Diverse Voices of Twentieth-Century United States Literature
- English 206: United States Environmental Literature
- English 214: James Baldwin
- English 217: African American Literature II
- English 219: Malcolm & Martin: The Literature of Peace & Resistance
- English 224: Special Studies: Literature of the Vietnam War
- English 228: Women Writing Women
- English 238: Literature/Culture in the Age of AI
- English 250: Contemporary Literature
- English 264: The Beat Generation: Influences and Legacy
- English 266: Reading the American Graphic Novel
- English 326: Postmodernism
- English 327: 21st Century Black Authors

- Writing Courses

- English 135: Creative Writing (formerly English 235)
- 2 of the following:

- English 243: Vampires & Villains: Writing Literary Horror
- English 244: Writing Science Fiction
- English 245: Novel Writing Boot Camp
- English 246: Memoir Writing Boot Camp
- English 248: Tales of Murder and Mystery: Writing Detective Fiction

- English 269: Writing Fantasy: Fantasy Worlds and How to Build Them
- English 280: Slam Poetry and Spoken Word
- English 342 / Theater 370 Playwriting
- English 360: Fiction Writing
- English 361: Poetry Writing
- English 362: New Media/Electronic Writing
- English 364: Creative Unwriting and Remix Workshop
- English 365: Poetry and Nature
- English 367: Environmental Writing
- English 368: Advanced Nonfiction Writing
- English 369: Professional Writing in the Digital Age
- English 370: Emoji and Image Writing Workshop
- English 392: Publishing Practicum

- Any English course at the 300 level or above, or English 220. English 440 and English 450 do not count for this requirement
- English 440: Advanced Writing Seminar/Tutorial: Re-Writing Chicago to complete the Senior Studies Requirement (A senior thesis may be undertaken by approval of the Chair, but cannot be completed in lieu of the senior seminar.)

*Requirements for the Minor:*

At least 6 credits

- English 210: Gods, Monsters & Questing Humanity: Ancient and Medieval Literature
- 2 of the following 4 options



- English 211: From Fairyland to Flying Islands: Renaissance to Enlightenment English Literature
- English 212: Romantics, Rebels, and Bohemians: English Literature in the Long 19th Century (prerequisite English 210 and 211)
- 1 course from the 19th century or earlier
  - English 203: Early American Literature
  - English 204: Diverse Voices of Nineteenth-Century United States Literature
  - English 216: African American Literature 1
  - English 316: Voices of Reform: Nineteenth-Century African American Writings
- 1 course from the 20th century or later
  - English 205: Diverse Voices of Twentieth-Century United States Literature
  - English 206: United States Environmental Literature
  - English 214: James Baldwin
  - English 217: African American Literature II
  - English 219: Malcolm & Martin: The Literature of Peace & Resistance
  - English 224: Special Studies: Literature of the Vietnam War
  - English 228: Women Writing Women
  - English 238: Literature/Culture in the Age of AI
  - English 250: Contemporary Literature
  - English 264: The Beat Generation: Influences and Legacy
  - English 266: Reading the American Graphic Novel
  - English 326: Postmodernism

- English 327: 21st Century Black Authors

- 3 electives in English not including English 100 or English 101

### **Learning Outcomes**

The expected Student Learning Outcomes for the English Literature Department are:

1. The English Literature major will be able to read and interpret complex texts and relate one text to another and to a tradition.
2. The English Literature major will be able to explain the historical and multicultural contexts of a variety of literature.
3. The English Literature major will be able to express ideas well in writing, identify the context and purpose of a writing assignment, develop interpretive ideas, adapt to conventions of discipline and genre, use reasoning and evidence to develop arguments, and master the fundamentals of English syntax and mechanics.

The expected Student Learning Outcomes for the English Writing Department are:

1. The English Writing major will be able to read and interpret complex texts and relate one text to another and to a tradition, as well as produce their own creative works informed by these interpretations.
2. The English Writing major will be able to explain the historical, formal, and ideological contexts of a variety of creative literature.
3. The English Writing major will be able to express ideas well in writing by identifying the context and purpose of a writing assignment, developing creative ideas, adapting to or experimenting with conventions of discipline and genre, and mastering the fundamentals of English syntax and mechanics.

## English and Creative Writing Courses

### *ENGL 101: Writing Tutorial*

An expository writing course for students identified by the Director of Writing Programs. Does not apply toward the major. Not open to upperclass students.

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### *ENGL 110: Literary Studies*

Designed to introduce prospective majors to English studies. Primarily for first-year students but also for others who wish to acquire useful skills as readers and writers by developing critical abilities in studying literature. This course offers students an introduction to specific subject areas in the literary canon and contemporary texts. (Counts as an elective for the English major, Literature Track. ) (This course satisfies Humanities and Writing Intensive.)

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### *ENGL 111: Intro to Prof Writing*

(Introduction to Professional Writing) This course introduces students to the kind of writing they may encounter in the work world by exploring the rhetorical principles, writing strategies, and information-mapping practices necessary for producing organized, readable documents - from traditional print business letters and reports to email correspondence and social-media text. This course will provide the tools to effectively gather and refine information, organize it in reader-friendly fashion, and adapt it for the appropriate audience and genre. Students will also hone an economical, direct prose style, which is standard for effective professional writing. No prerequisites. (This course satisfies Humanities and Writing Intensive.)

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*ENGL 112: Intro to Editing and Publishing*

Introduction to Editing and Publishing. Designed to introduce students to the sorts of questions that arise in contemporary publishing. Primarily for students who wish to acquire useful skills as editors and writers for both campus and professional publications, including print and electronic magazines, journals, or books. Among the topics covered in this course: editorial workflow; copyediting, fact checking, and proofreading; contracts and copyright; working with authors; and marketing and publicity. In order to best use these practical skills, we also look at the differences implicit in various publishing environments (including print and electronic) and the fundamental relationships between author and audience that determine the shape of the text. No prerequisites. (This course satisfies Humanities and Writing Intensive.)

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*ENGL 135: Creative Writing*

A beginning course in the art of writing fiction, poetry, and nonfiction prose. Literary analysis will be combined with creative assignments. Group discussions and individual conferences. (Not open to students who have completed English 235.) (This course satisfies Creative & Performing Arts.)

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*ENGL 140: Stories of Resiliency*

Imaginative literature from many cultures documents challenges to the individual's personal resiliency. Whether these challenges come from antagonists, from the social norms of the community, or from nature itself, writers of poetry, drama, and fiction have studied the ways people have met, or failed to meet, challenges to their lives, wellbeing, and sanity. Focusing chiefly on American literature from the nineteenth and twentieth century, this course will engage students in discussion of resiliency struggles as they have been framed by the imaginations of great writers. This online course will research activities, threaded interactive discussion, video mini-lectures, and group projects. No prerequisites. (This course satisfies Humanities.)

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*ENGL 180: Religion, SciFi, and Fantasy*

(Religion, Science Fiction, Fantasy) Of the literary genres, perhaps science fiction and fantasy best allow creative artists to imagine real and possible answers to the deep religious questions that have historically driven philosophers, theologians, and thinkers. Who are we? What do we want? Where did we come from? How does everything end? What is the meaning of life, the universe, and everything? In this class we examine science fiction and fantasy short stories, motion pictures, novels, and television programs to ask how creative artists and wider society have asked and answered these questions. We also consider how science fiction and fantasy have commented on and mirrored real-world religions. No prerequisites. Intended for first-year students and sophomores only. (This course satisfies Humanities.)  
cross listed: RELG 180

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*ENGL 200: Tusitala*

ENGL 200 is a practicum designed to give students an opportunity to learn about the design and production of a literary journal while earning course credit. The 0.25 credit course is graded on a Pass-Fail basis and requires enrolled students to complete forty (40) hours of work as Executive Board members contributing to the editing, production, and promotion of Tusitala, Lake Forest College's literary journal since 1935. The course is overseen by the faculty advisor for Tusitala, who will arrange for grade/credit assignments in consultation with the chair of the English Department. No prerequisites. Only one full credit (four semesters of ENGL 200) may be counted toward Lake Forest College graduation. (This course satisfies Creative & Performing Arts.)

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*ENGL 201: Modern Fantasy Fiction*

Magic, mystery, and the marvels of time travel. Talking cats and stranded princesses. Web-footed women and enchanted forests. If you thought you left all of that excitement behind with your childhood fairy tales, think again. Many modern fiction writers have turned more and more to the resources of fantasy literature as a fresh way to explore serious ideas for an adult audience. Seeking both to teach and delight, modern fantasy writers re-angle old fairy tales or invent their own enchanted tales to prod contemporary readers out of conventional ways of thinking and acting, using space and time flexibly to challenge ethical, political, and religious beliefs - indeed, our basic understanding of nature, society and self. In this course, we read the delightful and instructively irreverent fantasies of several important modern fiction writers. In doing so, we try to evaluate the nature of each writer's fictional innovations as well as the serious purposes each writer may have in mind for his or her fantasy. In short, we try to understand some of the many possibilities and uses of enchantment in modern fiction. Authors to be read may include Carroll, Chesterton, Mirrlees, Woolf, Lewis, Tolkien, Malamud, Beagle, LeGuin, Calvino, Rowling, Rushdie, Winterson, Okri, Pullman. (This course satisfies Humanities.)

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*ENGL 202: The Bible as Literature*

The Bible—a multi-authored, multi-faceted, and multi-vocal ancient text, which has continued to be printed at a rate of over 100 million copies a year many centuries after its first compilation—is considered by many to be the most influential text in Western literature. This course will introduce students to the Bible—the Hebrew Bible and Christian Scriptures (Old and New Testament)—as a literary text in its own right, worthy of close reading and textual analysis. No prerequisites. (This course satisfies Humanities.)  
cross listed: RELG 202

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*ENGL 203: Early American Literature*

A survey of early American literature including Native American oral stories and trickster tales, Puritan literature, Smith and Pocahontas accounts, captivity narratives, voices of nationalism, early slave narratives, and women's letters. (This course satisfies Humanities.)  
cross listed: AMER 203

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*ENGL 204: Diverse Voices 19th-c U.S. Lit*

(Diverse Voices of Nineteenth-Century United States Literature) Works of representative writers: Poe, Hawthorne, Melville, Thoreau, Emerson, Whitman, Dickinson, and Twain. Topics of discussion include Emerson's influence on U.S. culture, developments in literary form, and themes of U.S. community and nature. (This course satisfies Humanities and Writing Intensive.)  
cross listed: AMER 204

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*ENGL 205: Diverse Voices 20th-c U.S. Lit*

(Diverse Voices of Twentieth-Century United States Literature) Works of diverse writers: Baldwin, Eliot, Hurston, and Frost. Topics of discussion include major traditions and schools of U.S. literature: realism, modernism, naturalism as they address questions of modernity. (This course satisfies Humanities and Writing Intensive.)  
cross listed: AMER 205

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*ENGL 206: U.S. Environmental Literature*

(United States Environmental Literature) An historically organized survey of the various rhetoric through which nature has been imagined by writers from

the Puritans to contemporaries: the Calvinist fallen landscape, the rational continent of the American Enlightenment, conservation and 'wise use,' preservation and biodiversity. (This course satisfies Humanities.)  
cross listed: AMER 206, ES 206

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*ENGL 208: India and the Writer's Eye*

India is the world's largest democracy and has more English-speakers than any other country in the world except the United States. It should not be surprising, then, that Indian authors have produced a wealth of novels, short stories, and poems written in English and concerned with issues of identity, nation, and history. In this course, we read English-language work by authors such as Rabindranath Tagore, R.K. Narayan, Salman Rushdie, Arundati Roy, and Amitav Ghosh; learn about the major historical and political events described in these works: the Opium Wars, Swadeshi, Independence, Partition, "the Emergency," the Naxalite movement; and read postcolonial theory to better understand and interpret these works. Students are encouraged to explore relevant cultural, political, and aesthetic issues through research or creative projects of their own. (This course satisfies Humanities and Global Perspective.)  
cross listed: ASIA 208

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*ENGL 209: Storytelling and STEM*

(Storytelling and STEM: Writing About Science.) A writing-intensive course focused on using the tools of narrative nonfiction to communicate scientific discovery to the public. Students will read the work of scientists and scientific communicators such as Stephen Hawking, Rebecca Skloot, Neil Degrasse Tyson, Atul Gawande, and Steven Pinker to discover the storytelling principles they employ to inform and entertain their readers. We will explore the science of story, the cognitive and evolutionary source of its power, and the art of scientific journalism, and students will draft and workshop their own essays about "popular science." No prerequisites. (This course satisfies Humanities and Writing Intensive.)



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*ENGL 210: Gods, Monsters, & Questing Humanity*

(Gods, Monsters & Questing Humanity: Ancient and Medieval Literature.) If you love stories of gods and demons, questing heroes and mythic monsters, you'll find a plethora of these fascinating figures in the great tales of ancient and medieval writers such as Homer, Sophocles, Virgil, Marie De France, Dante, Chaucer, and many more. This survey of ancient and medieval literature traces the origins of the Western literary tradition by exploring how writers from this delightfully distant period have imagined the gods, how they have understood themselves and their relationship to the cosmos, and how questing human beings have sought to answer problems of meaning and value that still have resonance for us today. (This course satisfies Humanities and Global Perspective.)

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*ENGL 211: From Fairyland to Flying Islands*

(From Fairyland to Flying Islands: Renaissance to Enlightenment English Literature.) This course explores British literature from the Renaissance to the Enlightenment, an era of revolutionary new encounters, from discovered moons to newly-charted territories. Writers imagined the freeing power of "golden worlds" created by their verse just as experimental literary forms brought into being some of the most esteemed works of literature in Shakespeare's Globe and the newfangled "novels" of Swift and others. Yet it was also a time of profound tumult, from the stake-burning religious upheavals of the Reformation to the monarchical beheadings of the Civil War. How did the writers of the era make sense of both the discoveries and disruptions of their own time? What happens as we move from an "early modern" era into one that feels more distinctly "modern"? Making our way through some of the most well-known pieces of the era - Macbeth, Paradise Lost, and Gulliver's Travels - we explore how early writers shaped freedom and constraint, love and cruelty, and the discoveries of new worlds and crumbling texts. Prerequisite: English 210 or permission of instructor. (This course satisfies Humanities and Global Perspective.)

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*ENGL 212: Romantics, Rebels, and Bohemians*

(Romantics, Rebels, and Bohemians: English Literature in the Long 19th Century.) Change came more quickly, and more dramatically, to England during the long nineteenth century - the period between the French Revolution and the First World War - than in any era before or since. The growth of cities, of democracy, of women's rights, and of empire haunted the imagination, spawning images of rebel outsiders, dreams of art for art's sake, and some of the best monsters - Frankenstein's creature, Count Dracula, Dr. Jekyll & Mr. Hyde - in all of literature. We follow the evolution of England's imagination in this most turbulent age. The third course in the Classics of Literature sequence. Prerequisite: English 210 and English 211, or permission of instructor. (This course satisfies Humanities and Global Perspective.)

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*ENGL 214: James Baldwin*

In his powerful and moving novels and essays, James Baldwin confronted the lies America told itself about race, exposing the roots of social and political and cultural systems that superficially boasted of improving race relations but that instead continued to marginalize Black and brown bodies. This course offers a close reading of Baldwin's fiction and his essays, probing the ways that he provides a critique of the politics of race, sexuality, and nation in his own time and in ours. The course also includes readings and discussions of critical analyses of Baldwin's writings. No prerequisites. (This course satisfies Domestic Pluralism and Writing Intensive.)  
cross listed: AFAM 214

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*ENGL 215: Afrofuturism*

What is a black future? The term "Afrofuturism" has been used to describe the recent cultural creations of black writers and artists who vividly envision

futures of and for people of African descent. Afrofuturism, which aesthetic gained momentum in the work of science fiction authors Octavia Butler and Samuel R. Delany, as well as in the jazz and poetry of musician SunRa, and which can be found thriving in works like *Black Panther*, is the subject of inquiry for this course. This survey is an introduction to the literary works produced within the movement from its modern manifestations to its present-day expansions. In his landmark essay on the topic, Mark Dery asks, "Can a community whose past has been deliberately rubbed out, and whose energies have subsequently been consumed by the search for legible traces of its history, imagine possible futures?" The wealth of literary and artistic production of works in the aesthetic provides a diverse and emphatic "yes." This course seeks to position Afrofuturism as an alternative means of (re)interpretation, back-talk, and as an avenue for imagining a future in light of (and in spite of) the experiences of the past and present. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: AFAM 215

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*ENGL 216: African American Literature I*

This course is an introduction to the writings of African-Americans before the Civil War. These diverse documents tell tales of faith, perseverance, rebellion, suffering, freedom, independence, cunning, and patriotism that are an integral part of the American literary canon. We read a collection of classics together, compare and contrast the voices represented, and consider the diversity of responses to finding oneself in chains in one of the most brutal forms of chattel slavery the world has ever known. Voices studied include Douglass, Wheatley, Jacobs, Brown, Wilson, Walker, Turner, and Thurman. (This course satisfies Domestic Pluralism and Writing Intensive.)  
cross listed: AFAM 216, AMER 216

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*ENGL 217: African American Literature II*

What does it mean to be a Problem? This course is a sister course to African-American Literature I, and will cover African-American literature written after

the American Civil War. In this part of the one-year survey, we examine narrative attempts by African-American authors to define blackness and the black experience on their own terms in the period before, during, and after the Harlem Renaissance. We read a collection of classics together, compare and contrast the voices represented, and consider the development of African American literary self-representation in the century following Emancipation. Voices studied include Wells, Washington, Hughes, Johnson, Baldwin, and Morrison. No prerequisites. (This course satisfies Domestic Pluralism and Writing Intensive.)

cross listed: AFAM 217, AMER 217

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*ENGL 219: Malcolm & Martin*

(Malcolm & Martin: The Literature of Peace & Resistance.) Malcolm X (el-Hajj Malik el-Shabazz) and Dr. Martin Luther King, Jr., two prominent leaders of the Civil Rights Movement so often put into conversation with each other, have left us a legacy for how we think about social struggle—whether it be through the message of non-violence and Christian love that Martin Luther King, Jr. preached, or through the message of fearless self-defense and resistance "by any means necessary" for which Malcolm X came to be known. Both leaders were prolific authors whose works, singular in style and rich in rhetoric, comprise a seminal part of the American literary canon, and have been regularly featured by authors of creative works in fiction, drama, poetry, etc. since their publication. This course is an opportunity to delve deeply into the words of both men, long considered the authors of two disparate ways of viewing and engaging in civic struggle in America. We look at the creative activist writings of each—speeches, letters, interviews, autobiographical material—and complicate what at first seems a simple battle between "violent" and "non-violent" approaches to liberation. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: RELG 219, AFAM 219

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*ENGL 220: Shakespeare*

Selected plays to show Shakespeare's artistic development; intensive analysis of major plays. (This course satisfies Humanities and Writing Intensive.)  
cross listed: THTR 236

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*ENGL 221: Literature and Medicine*

Medical literature impacts everyone: we are all dual citizens of the kingdoms of health and sickness, of the everyday and the "night-side of life" as Susan Sontag puts it. Yet, throughout our varied stories about medicine, writers confront again and again the profound isolation and invisibility of the sick. What is it about physical pain that breaks down our language to describe it? How do medical narratives represent illness, giving structure and voice to this night-side of life? In this course, we explore medical texts by reading radically different writers across time, including Tolstoy, Shelley, and contemporary physicians. Throughout, we examine the myriad ways artists represent illness, through novels, poetry, short stories, autobiographies, films, guidebooks, and more. We work to unpack the binaries of sickness/health, normal/diseased, patient/doctor, and even life/death, in these stories about doctors, patients, epidemics, and mortality. After learning to "read" narratives of disease, students "write" disease, creating their own disease through an archive of texts. (This course satisfies Humanities.)

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*ENGL 222: Plagues in Literature: Now and Then*

Angelic hand prints splayed across plague bodies. Thrillers on futuristic, mutant viruses. Stories of plagues from past and present startle us with their imaginative variety. In fact, many readers have questioned why these narratives so often push the limits of the "real" in their representations. Why do writers represent plagues experimentally? Is contagion inherently dangerous to represent, even fictionally? We explore representations of epidemic diseases across a wide expanse of time, from antiquity to the 21st century, encountering along the way common tropes and stock figures of the

genre: the plague-pits, enterprising tricksters, and well-poisoners, among others. Across varied stories, including Oedipus and Romeo and Juliet, we track how writers and film-makers use medical disasters to conjure the deepest spiritual crises of societies-gone-wrong, calling on the plague to search for divine meaning and patient zeroes. No prerequisites. (This course satisfies Humanities and Global Perspective.)

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*ENGL 224: Literature of the Vietnam War*

This course examines the Vietnam War as refracted through various literary genres. The readings for the course include Graham Greene's *The Quiet American*, Tim O'Brien's *The Things They Carried*, and Truong Nhu Tang's *Vietcong Memoir*. (This course satisfies Humanities and Global Perspective.)  
cross listed: AMER 224, ASIA 224

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*ENGL 225: Remixes in a Post-Burroughs World*

This .5-credit seminar will explore the legacy of cut-ups, remix, and avant-culture strategies connected to the legacy of William S. Burroughs (1914-1997) and his collaborators. While the course will pay particular attention to the outsized influence of Burroughs in contemporary aesthetics, we will freely investigate cut-ups, mash-ups, remixes, dj culture, user-generated content, conceptual literature, crowdsourcing, social media, and related strategies in publishing and aesthetics that together produce a collaborative critique of Romantic definitions of authorship and genius. In these domains, we will cover everything from *Girl Talk* to "Auto-Tune the News" to *Star Wars: Uncut* to what's happening tomorrow, all through the lens of user-based textual interventions. Lecture, discussion, and appropriation-based responses in hard copy and digital forms. No prerequisites. Course begins on the first day of classes after mid-semester break. (This course satisfies Humanities.)

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*ENGL 226: Introduction to Virtual Reality*

(Introduction to Virtual Reality: Culture and Technology). In recent years, virtual reality technology has made major advances, making it possible to do things and go places that were previously impossible. In this course, we'll explore - through readings, discussion, and experiential learning in the Lake Forest College Virtual Space - some of VR experiences in areas including gaming, science, art, research, education, storytelling, and socializing. We'll look at the way culture has thought about VR in the last few decades in novels by authors such as William Gibson, Neal Stephenson, and Ernest Cline, and in film and television programs like *Strange Days*, *eXistenZ*, and *Black Mirror*. In all cases, we will focus on the way narrative storytelling is impacted by virtual culture. This class will give us a chance to think together about how space works differently in VR, how "real" VR experiences are and what the future of VR might hold. No prerequisites. (This course satisfies Humanities and Writing Intensive.)

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*ENGL 228: Women Writing Women*

This course surveys selected women writers, in diverse genres past and present, with a focus on American women writers in the 20th and 21st centuries. As we read selected literary texts, we explore how they "write women," in other words, how they deconstruct and reinvent the meanings of "woman" in their work. (This course satisfies Domestic Pluralism and Writing Intensive.)

cross listed: AMER 228, GSWS 228

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*ENGL 229: Selfies and Drones*

This .5-credit seminar will explore these two interrelated contemporary topics, with particular focus on ideas of automation and remote control. We will explore "drone" as an umbrella term not only for Unmanned Aerial Vehicles (UAV), which run from children's toys to weapons of war, but also as technological "noise" that increasingly confronts us in our daily lives. In this,

we will look to representation of automation in literature, in texts such as *Galatea 2.2* by Richard Powers. Similarly, the "selfie" is not only the picture one takes on a smart phone, but also a current mode of representation that has significant literary and visual antecedents in portraiture and autobiography. Accordingly, course "texts" may include everything from *The Picture of Dorian Gray*, to a selfie stick, to industrial drone music, although the dominant lens of the course will be literary. No prerequisites. Course begins on the first day of classes after mid-semester break. (This course satisfies Humanities.)

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*ENGL 230: World Performance I*

This required course for theater majors provides a wide ranging and inclusive survey of the history of theater and performance from ancient Greece to the 17th century. It includes such developments as ancient Greek drama, Yoruba and Hopi ritual, Japanese noh drama, the medieval morality play, and the English high renaissance, culminating in Moliere's Paris. In addition to in-depth study of plays, emphasis is placed on viewing ritual as performance, acting styles, production techniques, and the socio-political milieu that formed the foundation of the theater of each culture and period. Offered yearly. No prerequisites. (This course satisfies Global Perspective and Writing Intensive.) cross listed: THTR 230

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*ENGL 231: Revenge and Justice in Literature*

The dismemberments, squeaking ghosts, and poisoned pharmacies of literary revenges never cease to thrill and disgust audiences with their bittersweet paradoxes. How can we distinguish revengers from villains if their killings are virtually identical? Why does the sober promise of an eye-for-an-eye requital of one body for another become a frenzied massacre of innocents and not-so-innocents? Can justice ever be restored by going outside the law, or a lost past ever be re-found in a sordid present? In this course, we consider some of the central paradoxes and themes of revenge by reading radically-different writers from the first to twenty-first centuries, including Seneca, Shakespeare,



Stephen King, and Gillian Flynn. All the while, we watch classic revenge flicks to explore how directors from Tarantino to Park Chan-wook translate these narratives onto the screen. Throughout, we examine the ever-changing meanings of revenge across culture and time. No prerequisites. (This course satisfies Humanities and Global Perspective.)

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*ENGL 232: Stories from the Spectrum*

(Stories from the Spectrum: Neurodiversity, Health, and Medicine in Literature.) A boy with a penchant for prime numbers investigates the death of a dog. A young girl is scolded for failing to look her teacher in the eye. A man in the throes of a midlife crisis returns to his nonverbal son as he spiritually finds himself. Hidden within these narratives of neurodiverse characters, one discovers a slew of cultural assumptions about cognitive and intellectual disabilities. Do neurotypical writers often turn to autism reductively, as a stand-in for a theme or metaphor? What might an authentic representation of Autism Spectrum look like? This course considers the value of neurodiversity in literature while exploring many of the troubling representations of cognitive difference across time, from earlier accounts of un-speaking children to the "rain mans" of contemporary film. This course ultimately takes seriously the bi-directional intersections between fiction and medicine, as real-life medical practices both shape and are shaped by these stories from the spectrum. No prerequisites. (This course satisfies Humanities and Writing Intensive.)  
cross listed: NEUR 232

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*ENGL 233: Performance Art*

This course will provide students with an understanding of performance art as a constantly evolving and flexible medium. The class will trace the emergence and development of performance art as a form of expression both distinct from and yet dependent upon traditional and experimental forms of theater and other contemporary manifestations of theatricality. Students will negotiate, through reading, research, discussion and planning and practical application, the blurred boundaries between performing and living, entertainment and art.

(This course satisfies Creative & Performing Arts.)  
cross listed: THTR 224, ART 237

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*ENGL 234: World Performance II*

This required course for theater majors examines the history of drama and theater from the late nineteenth-century plays of Ibsen and Chekhov up until the present day, with an emphasis on under-represented and marginalized voices. In addition to in-depth study of plays, this course explores the conventions of acting and stagecraft and cultural conditions that influenced each period's theater. No prerequisites. (This course satisfies Domestic Pluralism and Writing Intensive.)  
cross listed: THTR 231

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*ENGL 238: Literature/Culture in the Age of AI*

This course explores representations of Artificial Intelligence in post-1900 American literature and culture. Students engage with various depictions of AI—from embodied androids and cyborgs to non-embodied computer systems and networked intelligence—and engage with relevant critical readings. The course examines how these texts reflect, critique, and speculate upon the evolving relationship between humans and AI. Key themes include the ethical implications of AI, the nature of consciousness/sentience in textual representation, the impact of AI technology on identity and society, and the potential for algorithmic bias and social control. Through a blend of textual analysis, class discussions, and research projects—as well as the student use of AI in their class projects to achieve the FFC Technology Tag—students critically examine how cultural texts mirror AI technology while influencing its development and perception.

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*ENGL 239: Shakespeare on Film*

This course will focus on major cinematic adaptations of Shakespeare's plays, with attention both to the original texts and to the process of transferring them to the new medium by film directors. We will pay special attention to plays that have been filmed a number of times, so that we can develop useful comparisons: *Richard III* (Olivier, Loncraine), *Romeo and Juliet* (Zeffirelli, Luhrmann, *Shakespeare in Love*), *Henry V* (Olivier, Branagh), *Hamlet* (Olivier, Zeffirelli, Almereyda), and *Macbeth* (Polanski, Kurzel). Major goals will be to develop our ability to do close readings of both the original texts and the films, to do creative film adaptation projects, and to develop effective ways of expressing both our analytical and our creative ideas. No prerequisites. (This course satisfies Humanities.)

cross listed: THTR 240, CINE 240

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*ENGL 241: African American Drama & Theater*

This course surveys the work African American theater artists from the nineteenth century to the present day. Playwrights surveyed may include Richardson, Hughes, Hansberry, Childress, Bullins, Baraka, Fuller, Wilson, Cleage, Shange, and Parks. Readings are supplemented by field trips to Chicago theaters that feature African American plays.

cross listed: THTR 241, AFAM 241

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*ENGL 243: Writing Literary Horror*

(Vampires & Villains: Writing Literary Horror) This course teaches the art of writing gothic and literary horror. We'll look at examples of the various elements of fiction as used in the genre - voice, character analysis, plot, narration, symbolism, point of view, and theme, with a primary focus on various ways to sustain and build suspense and use those as a model for our own creative work. The course will ask students to write short stories, participate in group workshops and discussion, attend individual conferences, and revise their work. Course reading may include: Edgar Allan Poe, Kelly

Link, Shirley Jackson, Octavia Butler, Alvin Schwartz, Rosemary Timperley, Roald Dahl, Edith Wharton, Brian Evenson, Amelia Gray, Elizabeth Bowen, Blake Butler, Henry James, and Helen Oyeyemi. No prerequisites. (This course satisfies Creative & Performing Arts.)

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*ENGL 244: Writing Science Fiction*

In this writing-intensive course, students explore the strange new worlds of science fiction and the possibilities of virtual reality. The roots of science fiction go back to 16th- and 17th-century writers like Thomas More, Margaret Cavendish, and John Milton, who confronted the onset of modernity with wildly extravagant utopian and cosmological imaginations. Science fiction since that time has often anticipated the developments of ever-accelerating technological transformation, asking critical questions about the nature of the human in the increasingly alien world we have created while addressing key questions of race, class, gender, and ability. Students in this course read works of classic and contemporary science fiction by such authors as Mary Shelley, H.G. Wells, Ray Bradbury, Ursula K. LeGuin, Octavia Butler, Kim Stanley Robinson, Philip K. Dick, J.G. Ballard, Kathy Acker, and Ted Chiang, while studying the techniques of world-building, character development, and plot that enable them to write their own science-fictional works. No prerequisites. (This course satisfies Humanities.)

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*ENGL 245: Novel Writing Boot Camp*

An intensive course focusing on the craft of novel writing. Students will study the novel form and the possibilities and frameworks of different genres of fiction and hybrid prose. Students will draft their own novels and develop plans for completing their manuscripts and submitting them to publishers within the framework of the course. Group discussions and individual conferences. Prerequisites: None, though ENGL 135 is recommended. (This course satisfies Creative & Performing Arts.)

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*ENGL 246: Memoir Writing Boot Camp*

An intensive course focusing on the craft of memoir writing. Students will consider what it means to "write your memoir," by investigating questions of how to relate dialogue (if you didn't get it on tape), how to share your work with family members, and how to trust your own memory. We will explore the line between memoir and autobiographical fiction, and the course will incorporate literature, critical theory, and creative writing exercises to determine if an author can ever write a "true" story. No prerequisites. (This course satisfies Creative & Performing Arts.)

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*ENGL 248: Writing Detective Fiction*

(Tales of Murder and Mystery: Writing Detective Fiction.) This workshop investigates the art and craft of writing detective fiction. We begin by examining the case of Edgar Allan Poe's "tales of ratiocination" and move on to putting Arthur Conan Doyle's Sherlock Holmes under the magnifying glass. We interrogate Agatha Christie's Hercule Poirot and his "little gray cells," G.K. Chesterton's intuitive Father Brown, and Raymond Chandler's hard-boiled and laconic Philip Marlowe, as well as contemporary examples of fictional detectives. The goal is elementary, Watson: discovering what distinguishes the genre in terms of narrative elements such as character, tension, suspense, plot, and mood. Students are asked to file their reports primarily in the form of their own stories featuring their own detectives investigating crimes of their own choosing. This writing-intensive course features discussion and analysis of short stories and short novels, writing exercises, workshops, peer feedback, and revisions of student work. No prerequisites. (This course satisfies Creative & Performing Arts.)

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*ENGL 249: Brains, Minds, and Madness in Lit*

(Brains, Minds, and Madness in Literature.) Stories invite us into the minds of others. As readers, we step into another's consciousness: into fictional memories, sensations, and narratives that feel real, as the words of often-

dead writers become part of our own brain-matter. Yet, how do our theories of the mind and its operations relate to literary representations of a character's interiority? And what can contemporary neuroscience teach us about literature, or about our own minds on literature? In this course, we examine stories and theories of the mind across time, exploring scientific writing about the brain alongside literary masterpieces from Virginia Woolf to Vladimir Nabokov. Moreover, we consider the close connection between sanity and insanity, examining the representations of madness and other neurological ailments in brains gone "wrong." After learning to "read" the mind in literature, students will create their own aesthetic of the brain gone "right" or "wrong", creating narratives versed in the newest neuroscientific research on the pleasures and dangers of reading the "minds" of another. No Prerequisites. (This course satisfies Humanities.)  
cross listed: NEUR 249

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*ENGL 250: Contemporary Literature*

A study of contemporary literature in a variety of genres. Students read, discuss, and write about literature by living authors who have had a significant impact on contemporary literary culture, with an emphasis on historical developments, innovations in aesthetics, and the roles played by ethnicity, gender, nationalism, religion, and economics in the formation of literature. No prerequisites. (This course satisfies Humanities.)

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*ENGL 251: Grateful Dead and American Culture*

More than fifty years after the band's founding, the Grateful Dead looms larger than ever. From Haight-Ashbury acid-testers to visionary entrepreneurs, the band that grew up and out of the revolutions of the tumultuous 1960s found a way to mix everything from roots music to free jazz to rock into an "endless tour" that put them in the Fortune 500. The Grateful Dead provided a cultural soundtrack for not only the 1960s, but also the paranoia of the Watergate years, the Reagan-soaked 1980s, and on to the jam-band present. This course will focus on the band's performance of authentic "Americanness"

throughout its half century run. We'll listen to their music, and also to their fans, enthusiasts, and scholars. We'll understand the various subcultures that separate the sixties and now, and in doing so, offer answers to this key question: Why do the Dead survive? (Elective for English, Theater, and Music) (This course satisfies Humanities.)

cross listed: THTR 206, MUSC 222, AMER 202

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*ENGL 252: History & Literature of Great Lakes*

(History and Literature of the Great Lakes.) The Great Lakes contain 21 percent of the world's surface fresh water. They provided a passage for exploration and still provide a passage for commerce. They are the reason Chicago exists. This course explores the history of the Great Lakes (geological, Native American, and modern) and the literature and art that arose from human interaction with these vast waters. In this interdisciplinary course we read geological and geographical descriptions, Native American literature, journals of early European explorers, poetry, short stories, and histories of social, economic, and environmental issues concerning the Great Lakes. No prerequisites. (This course satisfies Humanities and Writing Intensive.)

cross listed: ES 221

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*ENGL 256: Writing and The Law*

This intermediate intensive writing course introduces students to substantive writing by merging basic composition with substantive content. The “and The Law” aspect of the course is the content: the law, in its most basic terms, is the mechanism for the peaceful resolution of human disputes. The machinery of the law is words, and in this course, students are instructed in methods of intermediate expository and persuasive writing, as well as a deeper understanding of genre. This instruction and practice would move them from basic academic form-focused composition to form+content composition. Students learn how to treat complex material in an accurate and thorough manner. The law, its foundation, evolution, and purpose all offer a powerful

basis and rich material for students to understand how a social institution functions through written language. Through studying writings, and drafting their own various texts, students are able to better appreciate the importance of words, and the structure and format in which those words are presented.

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*ENGL 263: Nobel Laureates in Literature*

This course surveys works of Nobel Laureates in Literature from the early twentieth century to the present day. Recipients of this award hail from all continents and their poems, plays, and prose present challenging responses to questions of class, culture, ethnicity, literature, and national origin. Central to this course is the examination of the differences between and the parallels of African, Asian, Latin American, and European writers in the aftermath of rapid (and often violent) political and social change. Readings are likely to include authors such as Alexievich, Coetzee, Kawabata, Milosz, Munro, Neruda, Paz, Soyinka, Tagore, Yan, and many others. (This course satisfies Humanities.)

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*ENGL 264: The Beat Generation*

(The Beat Generation: Influences and Legacy.) The core members of the group of writers known as the Beats- Jack Kerouac, Allen Ginsberg, and William S. Burroughs- have had a profound influence on the development of postwar American literary and artistic culture. In this course students will be introduced to some of the Beats' major predecessors (notably William Blake, Walt Whitman, and William Carlos Williams) as well as writers whose work has brought the Beat legacy into the twenty-first century (Anne Waldman, Roberto Bola, Amiri Baraka, Eileen Myles, and others). Students will read these writers with an eye toward their contributions to such topics as LGBT rights, the environmental movement, the introduction of Buddhism and Eastern philosophy to the United States, and postmodern cut-up and sampling techniques. No prerequisites. (This course satisfies Humanities and Writing Intensive.)



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*ENGL 265: Muggle & Magic: Rowling and Dahl*

(Muggle & Magic: Reading J.K. Rowling and Roald Dahl) This course examines the work of J.K. Rowling and Roald Dahl. In reading Rowling's Harry Potter series and select Dahl novels like *The Witches* and *Matilda*, we will consider the transgressive and transformative power of children's imaginations- the serious work of mischief- in an adult world. As we engage with these fantastical texts and the criticism written about them, we will investigate themes like power and surveillance, purity and danger, abjection, and absurdity as well as formal elements like voice, plot, character, humor, and symbolism. Although we will discuss the importance of these texts for an audience of children and young adults, we will also consider their appeal for an adult readership. Students will be asked to produce analytical and imaginative work in response to our course texts. Potential assignments include reader response essays, book reviews, critiques or syntheses of scholarly articles, and creative exercises in character or plot development. No prerequisites. (This course satisfies Humanities.)

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*ENGL 266: The American Graphic Novel*

(Reading the American Graphic Novel) This course will examine the theory and practice of the graphic novel in America in the twentieth and twenty-first centuries. The serial visual narrative, also known as the graphic novel or comic book, has had a formative influence on American literary and popular culture. Not all comics and graphic novels are written about superheroes; the form has proven flexible enough to encompass such genres as the memoir, historical narrative, and journalism. This course will have a particular focus on the work of such writer-artists as Marjane Satrapi, Alan Moore, Art Spiegelman, Alison Bechdel, Scott McCloud, Joe Sacco, Harvey Pekar, Robert Crumb, Chris Ware, John Lewis, Daniel Clowes, and Lynda Barry. Students will read and discuss these graphic narratives with an emphasis on how they make difficult or marginal content accessible to readers, and will have the opportunity to try their own hands at writing comics or a short graphic novel. No prerequisites. (This course satisfies Humanities and Writing

Intensive.)  
cross listed: AMER 286

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*ENGL 267: BFFs: Female Friendship in Girls*

(BFFs: Female Friendship in the Time of Girls.) "Besties" are found everywhere in contemporary anglophone fiction, television, and film. Usually placed behind romantic relationships, female friendship is now understood to be a powerful and even transformative dynamic, one that is central to female identity. Men and lovers take a back seat. Are BFFs taking over the usual unions of romantic or erotic love? How much are girlfriends the focus of these stories? In this course, we examine these contemporary representations of female friendship, from the four character "types" at the center of *Sex and the City* and *Girls* to the erotic and dangerous "besties" of Emma Cline's *The Girls*. We will examine how these "types" relate to, and part ways from, their literary predecessors, from Jane Austen to the present. Throughout, we discover the many sides of this complex, and contradictory, relationship. (This course satisfies Humanities.)

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*ENGL 268: Goblins, Grandmas & Great Hearts*

(Goblins, Great-Grandmothers & Great Hearts: MacDonald's Fantasy Fiction) Step into the enchanting world of 19th-century Scottish author George MacDonald in this introduction to his fantasy fiction. MacDonald, a Christian pastor, popular public lecturer, and prolific writer, enormously influenced children's literature, the fantasy fiction genre, and the literature of the Inklings (namely, C.S. Lewis and Tolkien). Through this course, students delve into his captivating narratives and explore the timeless themes that permeate his novels, fairy tales, and poetry. Stories to be explored range from his now-iconic fairy tale *The Light Princess* to complex, rich novels such as *The Princess and the Goblin* and *Lilith*, but students also examine his pastoral sermons, the scholarly literature about his work, and his impact on the Inklings and J.K Rowling. The course offers opportunity to research his distinctive, sometimes unorthodox Christian theological ideas, his female-centric ethical

paradigms centered on great-grandmother archetypes, his mythopoetic technique, and the Victorian context of his work.

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*ENGL 269: Writing Fantasy*

(Writing Fantasy: Fantasy Worlds and How to Build Them.) Fantastic fiction such as the Harry Potter series, Lord of the Rings, and Alice's Adventures in Wonderland allows readers the illusion of escape. These works carry us on journeys to lands of myth and magic, stretching our imaginations and challenging us to reimagine the very foundations of our own world. Though fantasy embraces adventurous escapism, it is also a genre dependent on intricate world-building, rule-making, and a careful consideration of cultural systems and political hierarchies. In this writing and reading-intensive course, students seek to view our own world through the looking glass as they construct their own long-form fantasy project. Course reading may include classic and contemporary fantasy by such authors as Angela Carter, Lewis Carroll, H. Rider Haggard, J.K. Rowling, J.R.R. Tolkien, L. Frank Baum, Ursula K. Le Guin, Kelly Link, Neil Gaiman, Nnedi Okorafor, and Margaret Atwood. No prerequisites. (This course satisfies Creative & Performing Arts.)

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*ENGL 270: The Beatles*

(The Beatles: Their Words, Their Legacy.) This course examines the lyrics and themes of The Beatles' songs and compares them to those of classical poems from the nineteenth, twentieth, and twenty-first centuries. It explores The Beatles and their impact upon contemporary culture through their movies, concerts, and television appearances. It also includes analysis of their individual biographies, rare interviews, and critical essays about their works, and their profound influence on world literature, music, and current society. No prerequisites. (This course satisfies Humanities.)

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*ENGL 271: Writing Down the Songs*

(Writing Down the Songs: Writing Music Criticism.) The course surveys the history of writing about popular music as a way of learning how to write critically about any genre of music. Students read essays from legendary writers such as Lester Bangs and Ellen Willis and others as models for writing about music. Students in the course write various forms of music criticism ranging from short reviews of singles and albums to longer reviews about albums and artists; they also learn how to conduct interviews with artists and how to write up the interview in a long-form feature article and how to write concert reviews. The course also covers practical issues such as how to pitch pieces to publications and how to get published. No prerequisites. (This course satisfies Humanities and Writing Intensive.)

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*ENGL 280: Slam Poetry and Spoken Word*

This workshop course will combine the study of the history of spoken word and slam poetry performance with the practice of these traditions. Students will learn both the written and oral components of spoken word composition and performance, focusing on such the generation and revision of material, the varieties of performance style and oral delivery, and the relation of performer to audience. Generative exercises, small group workshops, collective feedback, and performance opportunities all form part of the curriculum. Chicago, a longstanding center of spoken word performance and the place where slam poetry was invented, provides many opportunities for field trips, conditions permitting. No pre-requisites. (This course satisfies Creative & Performing Arts and Speaking Intensive.)

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*ENGL 285: Creative Arts Entrepreneurship*

Creative Arts Entrepreneurship will offer an overview of the processes, practices, and decision-making activities that lead to the realization of our creative ideas. Students from across the humanities, arts, sciences, and business will learn the unique contexts and challenges of creative careers,

with an emphasis on collaborative projects. The course will help students understand the nature and structure of arts enterprise while cultivating their own career vision and creative goals. Creative Arts Entrepreneurship is designed for students interested in developing, launching, or advancing innovative enterprises in arts, culture, and design, and those who love the initiative, ingenuity and excitement of putting creative ideas into action. The course combines readings and in-class discussions with site visits, case studies, guest lectures by working artists and creative professionals, and student-driven projects. No prerequisites.

cross listed: MUSC 285, ENTP 285, ART 285, THTR 285

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*ENGL 303: Psychics, Spiritualists & Mystics*

(Psychics, Spiritualists, and Mystics: Adventures in Edwardian Fiction.) Early 20th C. England saw an explosion of spiritual seekers who wrote stories about contacting the dead, communicating telepathically, levitating, reading Tarot cards, experiencing ghostly visions, and participating in occult or spiritual societies. While these writers were enormously popular in their own day, they are historically underrepresented in conventional narratives about the canon of modern British literature. This course aims to recover some of these long-forgotten stories, as we sort through this Edwardian-era "attic" of dust-covered tales, seeking the gems that still puzzle, challenge, or inspire. Our goal will be to understand this "spiritual renaissance" and its prime movers; explore the ambiguous borderland between the occult and the mystical and their relation to orthodox religion; and assess the legacy that this original "alt lit" has left for today's spiritual seekers. Fiction will be drawn from writers like George MacDonald, Arthur Conan Doyle, Marie Corelli, Evelyn Underhill, and May Sinclair. Prerequisite: ENGL 210 or permission of the instructor. (This course satisfies Humanities.)

cross listed: RELG 303

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*ENGL 304: Romantic Period*

Key works, both poetry and prose, of Blake, Wordsworth, Coleridge, Lamb, Byron, Shelley, and Keats. Exploration of themes and ideas of a revolutionary era. Prerequisite: English 212. (This course satisfies Global Perspective.)

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*ENGL 305: Victorian Literature*

Masterpieces of fiction, nonfiction, and poetry by Dickens, Tennyson, Browning, Carlyle, Arnold, Hardy, Wilde, and others. Prerequisite: English 212. (This course satisfies Global Perspective.)

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*ENGL 306: Happiness & the 19th C. Novel*

(Happiness, Human Life, and the 19th Century Novel.) What constitutes human happiness? Biologists may offer their answers by asking why zebras don't get ulcers; psychologists by studying the psychological responses of lottery winners. But long before such scientific inquiries, nineteenth-century novelists sought to solve the problem of human happiness in their own way, pursuing a very old philosophical topic through nuanced narratives and gripping descriptions of fictional human lives: Emma's as she tries to engineer the happiness of her good friend, Pip's as he ventures into the high life of London, Dorothea's as she apes the life of an old-time saint, and Anna's as she tries to live out the romances she has absorbed from novels. In this course, we'll read some of the best novels of the nineteenth century, justly famous because they shed so much light on the good life. We'll ask how these novelists defined a life of full flourishing (eudaemonia), what brings human beings closer to or farther away from happiness, how these questions get embedded within nineteenth-century cultural concerns, and what the novel as a genre of imaginative literature can uniquely contribute to our understanding of the good life. Novelists will include Austen, Dickens, Eliot, and Tolstoy (who both influenced and was influenced by his British peers). Novels may also be paired with contemporary or classic nonfictional readings on the nature of

human happiness. Prerequisite: Any 200-level English course or permission of instructor. (This course satisfies Writing Intensive.)

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*ENGL 308: Murdoch: Truth, Beauty & Goodness*

This course explores the oeuvre of one of the most important British novelists and moral philosophers of the twentieth century. Writing novels like philosophy and philosophy "novelistically," Murdoch plunges us into major twentieth-century intellectual debates to explore what it means to be good. We read her novels side by side with her philosophical work, paying special attention to how her early career was influenced by Sartre and Freud and her later writing by Dostoevsky, Plato, and Simone Weil, tracing her shift from Existentialism to mysticism. Novels may include *An Unofficial Rose*, *A Fairly Honourable Defeat*, *The Nice and the Good*, *Message to the Planet*, and *The Green Knight*. Other readings are drawn from *Acastos: Two Platonic Dialogues*, *The Sovereignty of Good*, *The Fire and the Sun: Why Plato Banished the Artist*, and *Metaphysics as a Guide to Morals*. Prerequisite: One English literature or Philosophy course. (This course satisfies Humanities.)

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*ENGL 309: Deceit, Desire, Chaucerian Fiction*

(Deceit and Desire in Chaucer's Fiction.) Travel back to the Middle Ages to study Chaucer's delightful tales of sex, deception, and disordered desire. In this course, students have a chance to read some of Chaucer's most famous *Canterbury Tales*, his riveting philosophical romance *Troilus and Criseyde*, and selections from the *Legend of Good Women*, which is his comical riff on the medieval saints' life tradition. In each case, we explore how problems of deceit or desire drive his tales and create a narrative framework for exploring provocative social, philosophical, religious, and even cosmological questions. Attention will also be paid to those medieval writers who influenced Chaucer, including Augustine, Boethius, Jean de Meun/Guillaume de Lorris, and, above all, his bawdy Italian inspiration, Boccaccio. Prerequisite: English 210. (This course satisfies Writing Intensive.)

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*ENGL 310: The Arthurian Tradition*

This course will explore the medieval tradition of Arthurian literature. The first half of the course will be devoted to the medieval roots of the Arthurian legend, from chronicle history to courtly romance, with readings ranging from Gildas to Malory. The second half of the course will consider the reception of this medieval mythic tradition by later British writers from the Renaissance to the present. Writers representing that tradition of medievalism might include Spenser, Tennyson, Morris, T.H. White, Murdoch, and Winterson, among others. Prerequisite: English 210. (Not open to students who have taken ENGL 300: Medieval Studies: The Arthurian Tradition.)

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*ENGL 312: Black Metropolis*

(Black Metropolis: A Study of Black Life in Chicago.) This course is a study of race and urban life in Chicago. From the founding of Chicago by a black man to the participation of blacks in the rebuilding of the city following the Great Chicago fire, and into an exploration of Bronzeville, 'a city within a city,' this course will highlight blacks and their contributions to this great city. Study of landmark texts, documentaries, novels, and photography, along with at least one field trip to the Chicago area, will reveal the impact of the Great Migration on the city; contributions of talented musicians, writers, and photographers involved in the Chicago Renaissance; and the origins of the famous black Chicago newspaper, the Chicago Defender, including its regular column by Langston Hughes.

cross listed: AFAM 312, AMER 312

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*ENGL 316: Voices of Reform*

A study of African American literature and theory published immediately before and following the Civil War. Readings will focus on identity



(re)formation, social order, morality, Northern neo-slavery, institution building, women's rights. Authors will include Booker T. Washington, Ida B. Wells-Barnett, Anna Julia Cooper, Harriet Wilson, Frances E.W. Harper, William Wells Brown, Sojourner Truth, Charles Chesnutt, and Frederick Douglass. English 216 is the prerequisite for first-year students and sophomores; no prerequisite for juniors and seniors.

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*ENGL 321: Modern Fiction*

An exploration of modern fiction as it developed in the late nineteenth and twentieth centuries, including such writers as Dostoevsky, Joyce, Lawrence, Kafka, and Hemingway. Prerequisite: any 200-level literature course. (This course satisfies Writing Intensive.)

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*ENGL 326: Postmodernism*

An interdisciplinary study of postmodernism as a literary and cultural phenomenon that redefines both local and global communities. The course will investigate aesthetic production during the post-WWII period by American and world writers and artists, with an additional focus on the theoretical basis of postmodernism. (This course satisfies Writing Intensive.)

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*ENGL 327: New, Black, and Lit: 21st Century*

(New, Black, and Lit: 21st Century Black Authors.) African American authors have responded in new and compelling ways to the dynamism of racial promise and constriction in the 21st century. These literary voices, often newly proliferate in the national cultural consciousness, are the subject of this course, which explores the works of Black authors writing after 2000 and will pay particular attention to works written in the post-Obama era. Texts considered include works by Ta-Nehisi Coates, Jesmyn Ward, Chimamanda

Ngozi Adichie, Edwidge Danticat, Yaa Gyasi, Zadie Smith, Angie Thomas, Roxane Gay, and Jacqueline Woodson. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: AFAM 327

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*ENGL 329: Advanced Publishing*

This course provides students with hands-on experience in all stages of the editorial and publishing process from project selection to production to publicity as they develop print and online publications in coordination with campus organizations such as Lake Forest College Press / &NOW Books. The course permits students to work in small, entrepreneurial-focused groups as they explore traditional publishing areas as well as marketing, communication, web presentation/design, blogging, and social media. Prerequisite: One of the following: JOUR 120 (formerly COMM 120), ENGL 111, 112, 135, any 20th-century focused literature course, or permission of the instructor. (This course satisfies Writing Intensive.)

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*ENGL 336: British Women Writers*

This course will focus on British women novelists of the nineteenth and twentieth centuries. Studying them within their historical and literary context, we will explore the following topics: 1) how women writers address questions of female authorship and authority, 2) how they define their female identity in relation to society, nature, and/or the divine, and 3) how they navigate economic, social, religious, and cultural constraints. British writers to be studied might include Jane Austen, Anne and Charlotte Bronte, Elizabeth Gaskell, George Eliot, Virginia Woolf, Elizabeth Bowen, Iris Murdoch, A. S. Byatt, Jeanette Winterson, and Zadie Smith. Prerequisite: English 210, or permission of instructor. (This course satisfies Writing Intensive.)

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*ENGL 341: Existentialism and the Modern Novel*

Who am I? What is my place within the universe? Do human beings find or make meaning in their lives? Is meaning even possible in the face of life's absurdities? If so, what constitutes a meaningful life? This course explores these and other big existentialist questions through the lens of the novel, focusing especially on novelists from the nineteenth and twentieth century. Within the course, we compare and contrast major existentialist perspectives as well as examining significant critiques of existentialism. We also consider the unique possibilities afforded by the genre of the novel in exploring philosophical questions. Possible authors include Kierkegaard, Dostoevsky, Tolstoy, Camus, and Murdoch. Other readings are drawn from shorter fiction by these and other writers as well as major nonfiction essays on existentialism. Prerequisite: A 200-level literature course or permission of the instructor. (This course satisfies Humanities and Writing Intensive.)  
cross listed: PHIL 341

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*ENGL 342: Playwriting*

This course focuses on the collaboration between director, designers, and playwright in the creation and production of new works for the stage. Projects will include writing, script analysis, casting, and presentation of original student works and/or student-adapted works by professional authors. (This course satisfies Creative & Performing Arts.)  
cross listed: THTR 370

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*ENGL 346: Jewish-American Literature*

An historically organized reading of Jewish-American writers from Mordecai Noah and Emma Lazarus to Jonathan Safran Foer and Nathan Englander, the course will consider themes of assimilation, tradition, capitalism, and anti-semitism in texts in English, as well as translations from Yiddish and perhaps Ladino. To what extent is Jewish-American literature an intact and coherent tradition? How have these texts registered a narrative of American history,

and how have they defined, and perhaps reified, a version of Jewish-American identity? The chief texts of the class will be novels, but there will be readings in poetry and memoir as well. Prerequisite: English 204 or English 205 or permission of instructor. (This course satisfies Domestic Pluralism.)

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*ENGL 347: Woolf Joyce Beckett*

(Modernist Masters of Consciousness: Woolf, Joyce, Beckett). The modernist novel in English reached its apex in the twentieth century with the work of Virginia Woolf, James Joyce, and Samuel Beckett, each of whom explored the minute movements of human consciousness in prose of unparalleled richness, complexity, and sometimes stark beauty. Woolf's writing, in both her fiction and nonfiction prose, was particularly concerned with the inner lives of women; Joyce developed his theory of the prose epiphany and found mythic underpinnings for stories of ordinary Irish life; Beckett's fiction and plays pursued the very limits of language itself. In this seminar-style course, students discuss the work of these three major authors and consider its implications for feminist thought, postcolonial theory, and psychology and cognitive science. Prerequisite: ENGL 212 or permission of the instructor. (This course satisfies Humanities and Writing Intensive.)

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*ENGL 360: Fiction Writing*

An intermediate course in the craft of the short story. Group discussions and individual conferences. Prerequisite: English 135. (This course satisfies Creative & Performing Arts.)

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*ENGL 361: Poetry Writing*

An intermediate course in the craft of poetry. Group discussions and individual conferences. Prerequisite: English 135 or 235. (This course satisfies Creative & Performing Arts.)

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*ENGL 364: Creative Unwriting & Remix Workshop*

This intermediate writing course explores the principles behind a broad range of contemporary innovative writing methods and styles including remix, mash-up, conceptual, uncreation (a la Kenny Goldsmith), and cut-up techniques. The course starts from the principle that writers do not start with a blank page. Rather, all writing is created from the substance of preexisting artworks. For a generation more familiar with turntables and text messaging than the traditions of classical poetics, this course will explore the former in the context of the latter, offering a philosophical base from which to create, or uncreate, works that respond most deftly to contemporary aesthetics. Prerequisite: ENGL 235 or permission of the instructor.

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*ENGL 365: Poetry and Nature*

This course explores the relationship between poetry and the natural world, from its roots in Classical Asian and European poetry to its postmodern manifestations. Understanding natural processes that served as inspiration and subject matter of nature poetry will enrich student understanding of the poem and the processes of both poetry writing and nature observation. Particular attention is paid to the poetry of William Wordsworth, Emily Dickinson, and Robert Frost. Prerequisite: One 200-level English course or 200-level Environmental Studies course. (This course satisfies Creative & Performing Arts.)  
cross listed: ES 365

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*ENGL 367: Environmental Writing*

This course focuses on writing about the environment. Students will explore different approaches to the environmental essay, including adventure narrative, personal reflection, and natural history. Poetry and fiction will also play a role as we explore the practice of place-centered writing. We will also use the immediate surroundings of the Chicago area as an environment for our writing. Prerequisite: English 135/235 or a lower-level Environmental Studies course. Not open to students who have completed ENGL 332. cross listed: ES 367

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*ENGL 368: Advanced Nonfiction Writing*

An intermediate course in the craft of creative nonfiction that may include the memoir, personal essay, literary journalism, lyric essay, visual essay, and digital essay. Group discussions and individual conferences. Prerequisite: English 135. (Not open to students who have completed ENGL 330.) (This course satisfies Creative & Performing Arts.)

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*ENGL 369: Professional Writing*

(Professional Writing in the Digital Age). This course will focus on the development of creative and effective digital personas for websites, resumes and blogs, with special emphasis on the application of these personas in publishing and literary-based careers. Writing these personas will prepare students for the larger post-baccalaureate world of applications, interviews, and career building. In a dedicated writing workshop environment, students will design and maintain a blog, establish and develop an online identity, construct a professional portfolio, practice job hunting, engage in the interview process, learn about grants and scholarships, and generally develop the public writing skills needed to enter the twenty-first century professional and publishing world. Prerequisites: English 111, English 135 or permission of instructor.

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*ENGL 370: Emoji and Image Writing Workshop*

This intermediate writing course explores the role of the image in writing, with particular attention to the phenomenon of emoji and other image-based creative practices. Student will engage with the history of image/text production, starting with the pictorial/ideographic language histories of the ancient world; extending through medieval illuminated manuscripts, 20th- and 21st- century avant-garde practices, and landing in the present moment with the study of the history, development, and widespread adoption of emoji. The emoji section will find students exploring globalization through the Japanese origin of emoji, the history of emoticons and its antecedents in Victorian-era Morse code, and the computer science and AI-aspects of the technology. Student will read and produce innovative works as they integrate the pictorial into their writing. Prerequisite: ENGL 135 or permission of the instructor. (This course satisfies Creative & Performing Arts.)

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*ENGL 380: J.R.R. Tolkien and the Inklings*

(J.R.R. Tolkien and the Literature of the Inklings.) This seminar will examine the literary legacy of J.R.R. Tolkien and his fellow writers C.S. Lewis, Charles Williams, and Owen Barfield - all pioneers of the twentieth-century fantasy fiction genre. This course will involve close reading of major works by each author as well as opportunity to discuss the fascinating biographical, historical, aesthetic, and mythic underpinnings of their works. The seminar will pay especial attention to the Inklings' intellectual and artistic indebtedness to the medieval past, to their discourses about religion, politics, and ethics, to their eccentric relationship with "literary modernism," and to the way their fiction refracts major twentieth-century events, particularly World Wars I and II. Prerequisite: ENGL 210 or permission of the instructor.  
cross listed: RELG 380

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*ENGL 391: Tutorial*

In this writing-intensive course, students exercise their interviewing, investigative and story-telling skills to produce a variety of magazine articles that will be posted - along with digital photos - on their own journalism blogs. Prerequisite: English 231

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*ENGL 392: Publishing Practicum*

(Publishing Practicum: Theory/Design Production) This practicum allows a student to study print and digital design through the completion of required readings, response papers (in electronic media), and weekly meetings with the supervising faculty member. Beyond this, the student engages in a practicum component of ten hours per week in Visual Communications as a supplement to the course's theoretical work. In this capacity, the student engages in targeted design projects that reinforce the academic aspects of the practicum. The student benefits from the professional mentoring of our graphic design staff, and uses the Adobe Design Suite, in preparation for a publishing-industry career. Readings may include *The Books to Come* by Alan Loney, and *From Gutenberg to Opentype* by Robin Dodd. Prerequisites: ENGL 112, ART 142, and either ENGL 323 or ENGL 324, and permission of instructor. (This course satisfies Humanities.)

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*ENGL 399: Inter-Text Journal*

(Inter-Text Undergraduate Journal for Social Sciences and Humanities.) This course is a practicum aimed at engaging students in the process of scholarly peer-review, academic journal production, and print and digital publishing. Students learn how to use InDesign, an important software suite for visual communication. This 0.25 credit course is graded on a Pass-No Pass basis and requires enrolled students to complete forty (40) hours of work as Editorial Board members while contributing to the production and selection of feature essays, peer review, editing, layout and formatting of the journal, and release of the journal at the annual publication party. Inter-Text aims to



publish exceptional student work and foster community among students inside and outside of the classroom in the humanities and social sciences.  
cross listed: HIST 399, POLS 399, ART 399

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*ENGL 403: Emily Dickinson*

An advanced seminar on the poetry and letters of Emily Dickinson. Emphases on the cultural context of Dickinson's work and its critical reception.  
cross listed: GSWS 403

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*ENGL 404: W. B. Yeats*

William Butler Yeats, one of the most significant poets working in English, writes from a complex cultural situation. His work is deeply connected to Irish nationalism and its cultural manifestation, the Celtic Twilight, as well as to international literary modernism and to a deeply idiosyncratic mysticism. In this course we will study his poetry, prose, and dramatic works in the context of his life and in the context of the literary, cultural, and political movements of his time. In addition, we will read works by some of the writers Yeats influenced, and those who influenced his work, including Ezra Pound and J.M. Synge. Prerequisite: English 212.

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*ENGL 440: Advanced Writing Seminar*

An advanced course in which each student completes a Senior Writing Project (This course satisfies Creative & Performing Arts.)  
cross listed: AMER 440

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*ENGL 450: Theory of Literature*

Important critical modes and approaches to literature; an integrating experience for the senior major.

# Entrepreneurship and Innovation

## Faculty

*Davis Schneiderman*

Professor of English  
Chair of Entrepreneurship and Innovation

*Amanda J. Felkey*

Professor of Economics and Business

*Gary Johnson*

Lecturer in Entrepreneurship and Innovation

*John Pappas*

Lecturer in Entrepreneurship and Innovation

*Tracy Taylor*

Associate Professor of Art

## MINOR IN ENTREPRENEURSHIP AND INNOVATION

No major is currently available, but students wishing to create a major field of study that relies on Entrepreneurship, Innovation, and/or Design-Thinking should consider pursuing that interest through the College's Self-Designed Major Program.

The minor in Entrepreneurship and Innovation was redesigned in 2018. The new requirements will apply to all students who matriculate in Fall Semester 2018 and thereafter (see left navigation bar for Entrepreneurship and Innovation minor requirements before Fall 2018).

*Requirements for the Minor:*

At least 6 credits, including 5 required courses:

- ENTP 110 Design Thinking & Problem Solving
- ENTP 220 Fundraising & Sales
- Two of the following:
  - ENTP 230 Design for Product Market Fit
  - ENTP 250 Small Business Leadership and Management
  - ENTP 255 Nonprofit Leadership and Management
  - ENTP 260 Developing, Protecting and Monetizing Intellectual Property
  - ENTP 340 Inclusive Innovation
  - ENTP 350 Intrapreneurship: Innovation in Existing Organizations
- ENTP 370 New Venture Design

At least 1 elective, chosen from the following list:

- ENTP 140: Brand You: Building & Monetizing Your Personal Brand
- ENTP/ART/ENGL/MUSC/THTR 285: Creative Arts Entrepreneurship
- ENTP/BUSN 325: Digital Marketing & Analytics
- ENTP/BUSN 360: Global Social Entrepreneurship
- ART 142: Digital Design Foundations
- ART 253: Graphic and Digital Design
- ARTH 238: Curating an Art Collection
- ARTH 338: Museum/Gallery Practicum
- BUSN 331: Managerial Accounting
- BUSN 345: Organizational Behavior

- BUSN 355: Consumer Behavior
- BUSN 460: Brand Management and Positioning
- CHIN 313: Chinese for International Affairs and Business
- COMM 287: Media Systems and Institutions
- COMM 389: Political Economy of Media
- CSCI 107: Introduction to Web Programming
- CSCI 270: Web Development
- CSCI 325: Artificial Intelligence
- CSCI 417: Algorithms and Algorithm Analysis
- CSCI 450: Computer Vision & Machine Learning
- ENGL 111: Introduction to Professional Writing
- ENGL 329: Advanced Publishing
- ENGL 369: Professional Writing in the Digital Age
- French 228: Oh Là Là: French Stereotypes, Media, & Marketing
- LOOP 202: Professional Development in the 21st Century
- PHIL 310: Communication Ethics
- PSYC 345: Organizational and Industrial Psychology
- SPAN 321: Business Spanish
- THTR 480: The Business of Show Business
- Any internship with an entrepreneurial focus, according to the following stipulations.
  - The internship must be cleared with the Program chair of Entrepreneurship and Innovation before the internship starts, at which time the student must demonstrate that the internship will have an important connection with the entrepreneurship curriculum. Upon completing the internship, the student must also submit a reflective paper to the Program chair that speaks to the internship's entrepreneurship experiences. At most one elective can be satisfied with an internship, regardless of whether the internship is for one or two credits.

Business majors or minors must take at least one elective from the above list that they do not also count as a BUSN elective.

## Learning Outcomes

The expected Student Learning Outcomes for the Entrepreneurship and Innovation Program are:

1. Entrepreneurship and Innovation minors will be able to **sell themselves and their ideas**. Students master oral and visual presentation skills and establish a foundation of confidence in the skills necessary to cause others to act.
2. Entrepreneurship and Innovation minors will be able to **find problems worth solving**. Students advance their skills in customer development, customer validation, competitive analysis, and iteration while utilizing design thinking and process tools to evaluate in real-world problems and projects.
3. Entrepreneurship and Innovation minors will be able to **mobilize people and resources**. Students identify and secure customers, stakeholders, and team members through networks, primary customer research, and competitive and industry analyses in order to prioritize and pursue an initial target market in real-world projects.
4. Entrepreneurship and Innovation minors will be able to **create value**. Students are able to create presentations and business plans that articulate and apply financial, operational, organizational, market, and sales knowledge to identify paths to value creation through 1) company formation (for-profit); 2) social innovation (nonprofit); or 3) intellectual property licensing.
5. Entrepreneurship and Innovation minors will **develop and cultivate endurance**. Students increase their awareness and deliberately practice the skills and disciplines necessary to increase confidence and agency; foster self-efficacy and self-advocacy; improve communication and problem-solving skills, manage strong impulses and feelings; and identify personal purpose.

## Entrepreneurship and Innovation Courses

### *ENTP 110: Design Thinking & Problem Solving*

What are the tools and mindset required to be an innovator and an entrepreneur? This introductory course in innovation, design thinking, and entrepreneurship leads students through the processes used for finding problems worth solving, mobilizing the resources to solve them, and defining meaning for one's work in the world. No prerequisites. Students who have taken ENTP 120 cannot take ENTP 110.

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### *ENTP 140: Brand You*

ENTP 140: Brand You: Building & Monetizing Your Personal Brand. Central to the class experience are the essential questions: What is the Brand of YOU? How might you craft, communicate, and commercialize your brand via social media platforms? Branding helps us be seen the way we want to be seen. In this course, students will learn how to use marketing and brand-building tactics in the service of their own goals and will be challenged to identify and pursue new professional opportunities. As part of their work in this course, students will create assets related to their developing brand, which may include social media content and a personal website. ENTP 140 is designed for athletes, freelancers, artists, musicians, and individual entrepreneurs who are looking to grow their careers. No prerequisites. (This course satisfies Speaking Intensive.)

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### *ENTP 220: Fundraising & Sales*

Central to the class experience is the essential question: How can mastering the skill of asking improve every aspect of our lives? In this course, in addition to learning how to ask, students gain an understanding of how asking is an essential tool to identify and solve problems. Through hands-on exercises, students focus on developing the leadership traits that make successful

salespeople and fundraisers with an emphasis on resilience and empathy. The course highlights the differences between fundraising for nonprofit entities and selling in corporate and entrepreneurial environments. Prerequisite: ENTP 110 and Sophomore standing.  
cross listed: BUSN 220

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*ENTP 230: Design for Product Market Fit*

How do you know if you have a good and viable solution for a problem? How do you build the creative confidence needed for a 21st-century problem solver? How do you learn quickly and develop your unique insights and points of view to remain relevant and competitive? How do you demonstrate the level of rigor that gives your proposed solution credibility? This is an activity-based deep dive into Design Thinking (mindset, skills, and tools) as an entrepreneurial problem-solving philosophy. Students learn to frame, explore, test, and iterate their ideas before offering them as solutions. This course aims to uncover and understand humans' unmet and often unarticulated needs as the starting point for viable, sustainable, and accessible new products, services, experiences, and policies. This course focuses on understanding, framing, discovering, and validating novel and innovative solutions. Students practice and hone their critical thinking skills through empirical observation, analysis, and creative exploration.

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*ENTP 250: Small Bus Leadership & Management*

(Small Business Leadership and Management.) What knowledge, skills, and discipline are required to successfully start and run a business? This course explores leadership and management, and how the differences impact the purpose and market, as well as the financial, and operational health of a small business. Students learn to use data and set micro-level goals to gain an understanding of the tools, systems, and processes required to run a profitable ongoing entity. Prerequisite: Sophomore standing.

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*ENTP 255: Nonprofit Leadership & Management*

What knowledge, skills, and discipline are required to successfully start and run a nonprofit venture? This course explores nonprofit leadership and management, and how the differences impact the mission, governance, financial, and operational health of a nonprofit. Students learn to use data and set micro-level goals to gain an understanding of the tools, systems, and processes required to measure impact and build a sustainable nonprofit entity. Prerequisite: Sophomore standing.

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*ENTP 260: Develop, Protect & Monetize IP*

(Developing, Protecting and Monetizing Intellectual Property.) How does one protect an idea or invention? This course provides the foundations for protecting innovations and inventions (intangible assets) and monetizing those through the sale or license of the asset or through a new venture created to market the asset. Students explore the financial and social impact of each path from the perspective of the creator. This course is taught through case studies, reading, client or student projects, and exposure to industry professionals. Prerequisite: Sophomore standing.

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*ENTP 325: Digital Marketing & Analytics*

How can being consumer-focused and data-driven improve results? Entrepreneurs, social leaders, professionals, and individuals need digital brand-building skills and marketing acumen to sell themselves and their ideas, products, and services. This course takes a human-centered approach to teaching how end users and their buying decisions are influenced by digital media. The course teaches design thinking, digital tools, web analytics, and growth hacking frameworks through a combination of exposure to industry professionals, readings, and client projects. Prerequisite: ENTP 110 or BUSN 225.

cross listed: BUSN 325

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*ENTP 340: Inclusive Innovation*

While entrepreneurs top the list of Forbes richest Americans, diversity does not. Why are women, people of color, and other groups persistently excluded from entrepreneurial resources? How might we make entrepreneurship more inclusive to drive disruptive innovation, help people reach their full potential, and propel positive economic growth? This course surveys the deeper (and often hidden) causal factors that have contributed to and reinforced entrepreneurial exclusion. We examine disparities at the macro- and micro-level (i.e., gender, race, sexuality, geography, ability, age) through case studies, reading, hands-on activities, and student research projects. Students propose their own reasoned and researched solutions to address the business case for access and inclusion not as a charitable cause but as an economic imperative. The course concludes with students pitching their solutions on how to empower an underrepresented group, increase access to high-quality tools to find problems worth solving for this group and the resources to solve them, and create new channels for revenue from a previously underserved and ignored market. Prerequisite: Sophomore standing. (This course satisfies Experiential Learning and Domestic Pluralism.)

cross listed: ETHC 339, GSWS 339, LNAM 340

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*ENTP 350: Intrapreneurship: Innov in Organiz*

(Intrapreneurship: Innovation in Existing Organizations) Innovative corporations, institutions, and social organizations require entrepreneurial-minded teams who can identify and create new opportunities, new products, greater value, and more meaningful relationships with their customers. Operationalizing innovation within organizations requires substantial challenges including navigating bureaucracy, risk aversion, political conflicts, intolerance of failure, and lack of leadership support. Through hands-on group exercises, case studies, and real-world experience, students learn to apply Design Thinking and Value Proposition Design frameworks to develop, test, and create value within existing organizations, and learn how to do so in a

team-based environment. Prerequisite: One of the following four courses-- ENTP 220, ENTP 250, BUSN 225, or BUSN 245. (This course satisfies Experiential Learning.)  
cross listed: BUSN 380

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*ENTP 355: Innovation in Chicago*

Chicago is home to many innovative nonprofit organizations solving problems that impact our local, national, and global communities. In this seminar, students explore different approaches to problem solving through direct engagement and virtual field trips (interviews) to some of Chicago's leading social innovators which may include: P33, the National Museum of Puerto Rican Arts and Culture, Interfaith Youth Core, Matter (the health care counterpart to the 1871 incubator), A Better Chicago, and others. This course provides students with the opportunity to: 1) understand how to identify and measure social impact, 2) learn methods and frameworks to stimulate change, 3) use social media as an effective means for story-telling, 4) visually communicate qualitative and quantitative information including the use of digital photography, videography and graphic design, and 5) cultivate essential life - and career - focused skills such as leadership, communication, and creative thinking; all of which can be applied to their interests, internship, and areas of study. Prerequisite: Sophomore standing.  
cross listed: LOOP 355

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*ENTP 360: Global Social Entrepreneurship*

How does social entrepreneurship affect local and global economics and culture? Social entrepreneurs identify problems that negatively impact a specific demographic and mobilize the resources to solve the problem. The process of social entrepreneurship involves taking direct action and measuring the impact of the solution against a stated mission. This course uses case studies, readings, and lectures to analyze the impact of social ventures while identifying social and environmental problems that are still in need of better solutions. Prerequisite: Any of the following: ENTP 110, ENTP

120, ECON 110, SOAN 110, POLS 110, POLS 120, RELG 118, or permission of instructor. (This course satisfies Global Perspective.)  
cross listed: BUSN 360, IREL 316

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*ENTP 370: New Venture Design*

How does one transform a concept into a sustainable business or nonprofit venture? This course is a capstone class to be taken after significant coursework in ENTP. The course takes students through the process of transforming a business or social concept into a mission-led commercial or nonprofit entity. We explore aspects of how teams and resources can be efficiently deployed for sustainable new venture creation. Students define a revenue model, create a plan, establish success metrics, and drive action for a new venture. Prerequisites: ENTP 220; and junior or senior standing; or permission of the instructor. (This course satisfies Speaking Intensive.)

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*ENTP 470: New Venture Launch*

How can entrepreneurs rapidly prove their model, scale their venture, and create an infrastructure to accommodate growth? This course is for students who are working on an existing business or social venture projects. Students design organizational structures, define roles and responsibilities, expand their network of stakeholders, and take action to further develop their venture. Weekly topics and case studies will be applied to the students' own work. Prerequisite: ENTP 370. (This course satisfies Senior Studies.)

# Environmental Studies

## Faculty

*Brian McCammack*

Associate Professor of Environmental Studies  
Chair of Environmental Studies

*Glenn Adelson*

Associate Professor of Environmental Studies

*Joshua Corey*

Professor of English

*Benjamin Goluboff*

Professor of English

*Chad McCracken*

Assistant Professor of Philosophy and Politics

*Sean Menke*

Professor of Biology

*Jeffrey Sundberg*

James Kemper Foundation Professor of Liberal Arts & Business & Prof  
Economics

*Lynn Westley*

Assistant Professor of Biology

## Major and Minor in Environmental Studies

Requirements for the Major:

A Major in Environmental Studies may be of particular interest to students who are considering careers or graduate programs in diverse subjects such as renewable energy technology, non-profit management, education, ecosystems, energy, and environmental policy. Moreover, it will complement any student's liberal arts education.

A minimum of twelve credits is required. Courses taken Pass-No Pass may *not* count towards the major or minor in Environmental Studies. A cumulative average of a C (2.0) or better must be maintained across all courses used to fulfill the major.

*Required (not necessarily in this order):*

1. Introduction to Environment and Society (ES 110)
2. Introduction to Environmental Sciences (ES 120)
3. Environmental Chemistry (ES/CHEM 108) **or** Chemistry I (CHEM 115)\*
4. Evolution, Ecology, and Environment (ES 220) **or** Evolution and Ecology (BIOL 220)\*

\*Because many upper-level environmental science electives require BIOL 220 as a prerequisite rather than ES 220 (see elective list below), students may wish to take BIOL 220 and its associated pre- and corequisites to satisfy requirements 3 and 4:

- i. Prerequisite: Organismal Biology (BIOL 120)
- ii. Corequisite: Bio Inquiry. Any one of the following:  
Invasion Ecology (BIOL 131) **or** Plant-Animal Interactions (BIOL 132) **or** Tropical Forest Biology (BIOL 133) **or** Emerging World Diseases (BIOL 134) **or** Human Ecology (BIOL 135) **or** Sensing the Environment (BIOL 136) **or** Human Evolution (BIOL 138) **or** Adaptive Patterns of Animal Behavior (BIOL 145) **or** Viruses and Evolution (BIOL 147)
- iii. Corequisite: Chemistry I (CHEM 115)

5. Statistics. Any one of the following: Introduction to Probability and Statistics (MATH 150) **or** Applied Statistics (ECON/BUSN/FIN 130) **or** Research Methods & Statistics I (PSYC 221) **or** Reasoning & Statistical Inference (BIOL 150)
6. Environmental Politics and Policy (ES 236)
7. Ethics. Any one of the following: Environmental Ethics (ES 210) **or** Religious Perspectives on Environmental Issues (ES 240) **or** Endangered Species and Endangered Languages (ES 368) **or** Who Speaks for Animals? (ES 387)\*\*
8. Four elective courses from the Group 1 (Environmental Sciences) and Group 2 (Environmental Humanities and Social Sciences) lists below. At least one must be from each group, and at least two must be 300-level or above.\*\*  
\*\*ES 210, 240, 368, and 387 cannot be double-counted for requirement 7 (Ethics) and Group 2 elective.
9. Senior Studies. Satisfied with completion of any one of the following: ES Senior Seminar course (offered each year) **or** a Senior Thesis **or** an Independent Research Project with prior approval of the Department Chair.

***Elective courses. Because of upper-level course prerequisites, courses in italics are only open to students who take CHEM 115 to satisfy requirement 3 and BIOL 220 to satisfy requirement 4 above.***

### **Group 1: Environmental Sciences**

- Spring Flora of the Great Lakes (ES 203)
- Summer Flora of the Great Lakes (ES 204)
- Prairie Flora of the Great Lakes (ES 205)
- *Molecules, Genes, and Cells (BIOL 221)*
- *Organic Chemistry I (CHEM 220)*
- *Organic Chemistry II (CHEM 221)*
- Biodiversity (ES 224)
- Lake Forestry (ES 282)
- *Biochemistry (CHEM 300)*
- *Animal Physiology (BIOL 340)*

- *Developmental Biology (BIOL 342)*
- *Animal Behavior (BIOL 344)*
- Endangered Species & Languages (ES 368)
- *Ecology (BIOL 370)*
- *Community Ecology (BIOL 373)*
- *Biogeography (BIOL 374)*
- *Conservation Biology (BIOL 375)*
- The Political Ecology of Infectious Diseases (ES 382)
- Herpetology (ES 383)
- *Plant Biology (BIOL 384)*
- Plant and Insect Systematics of the Great Lakes (ES 385)
- Experimental Plant Ecology (ES 386)
- *Evolution (BIOL 389)*
- Plant and Animal Interactions (BIOL 483)
- *Biology of Extinctions (BIOL 484)*
- *Biological Implications of Climate Change (BIOL 487)*

## **Group 2: Environmental Humanities and Social Sciences**

- Topics: Chicago Parks and the Politics of Landscape (AMER 200)
- American Environmental Literature (ENGL 206)
- Terrorism and the Environment (ES 209)
- Environmental Ethics (ES 210)
- Environmental Psychology (PSYC 215)
- Society, Climate Change, and the Environment (ES 217)
- American Geographies (ES 218)
- History and Literature of the Great Lakes (ES 221)
- Philosophy of Science (PHIL 225)
- Art and Environment: Exploring Landscapes and Sustainability (ART 229)



- Drawing from Nature (ES 232)
- Religious Perspectives on Environmental Issues (ES 240)
- United States Environmental History (ES 260)
- US Cities (ES 263)
- Landscape and Representation (ES 320)
- Black Environmental Culture (ES 323)
- Medieval Disasters & Climate Change (ES 324)
- Economics of Land (ES 325)
- Interrogating the Ecology of Place: From Generative AI to Regenerative Neighborhood Development (ES 326)
- Environmental Justice (ES 335)
- Environmental and Natural Resource Economics (ES 340)
- U.S. Environmental Culture in the Great Depression (ES 358)
- Environmental Law (ES 361)
- Environmental Apocalypse (ES 363)
- Poetry and Nature (ES 365)
- Environmental Writing (ES 367)
- Endangered Species & Languages (ES 368)
- The Political Ecology of Infectious Diseases (ES 382)
- Who Speaks for Animals? (ES 387)
- Botanical Imperialism (ES 388)

Students are urged to consult with their advisors to design a program of study that best meets their interests and needs. Students electing to major in environmental studies must choose a member of the Environmental Studies Program Committee as an academic advisor.

Students are also encouraged to consider a research project, off-campus program, or internship as a way to further their studies. An internship cannot replace an elective course, but is in many cases an excellent complement to the student's coursework.

*Requirements for the Minor:*

The interdisciplinary minor in Environmental Studies is designed for students who have a strong interest in environmental issues but do not wish to complete a major at the undergraduate level. This minor may be of particular interest to students who are considering careers or graduate programs in diverse subjects such as renewable energy technology, non-profit management, education, ecosystems, energy and environmental policy. Moreover, it will complement any student's liberal arts education. This minor may also interest students who wish to teach abroad following graduation, as well as students who wish to engage in cross-curricular research projects.

*Requirements:*

**Students must take six courses to complete the minor, one of which must be at the 300 level or above.**

1. Introduction to Environment and Society (ES 110)
2. Introduction to Environmental Sciences (ES 120)
3. Two environmental sciences courses: Evolution, Ecology, and Environment (ES 220) *or* Evolution and Ecology (BIOL 220) *or* any Group 1 (Environmental Sciences) electives
4. Two environmental humanities and social sciences courses: Environmental Ethics (ES 210) *or* Environmental Politics and Policy (ES 236) *or* Religious Perspectives on Environmental Issues (ES 240) *or* Endangered Species and Endangered Languages (ES 368) *or* Who Speaks for Animals? (ES 387) *or* any Group 2 (Environmental Humanities and Social Sciences) electives

**Learning Outcomes**

The expected Student Learning Outcomes for the Environmental Studies Department are:

1. An Environmental Studies major will be able to critically examine all sides of environmental issues and apply understanding from disciplines such as history, economics, psychology, law, literature, politics, sociology, philosophy, and religion to create informed

opinions about how to interact with the environment on both a personal and a social level.

2. An Environmental Studies major will be able to recognize the physical, chemical, and biological components of the earth's systems and show how they function.
3. An Environmental Studies major will be able to apply lessons from various courses through field experiences. These experiences will allow students to develop a better sense of not only individual organisms, but of the systems in which these organisms live. Students will also see how natural systems and human-designed systems work together, as well as in conflict with each other.
4. An Environmental Studies major will be able to do independent research on human interactions with the environment.

## **Environmental Studies courses**

### *ES 108: Environmental Chemistry*

A working knowledge of most environmental issues facing us in the twenty-first century requires an understanding of some key geochemical principles. This course introduces chemistry concepts and skills as they arise in the context of current environmental issues, including chemical cycles in nature, air pollution, ozone depletion, global warming, acid rain, energy sources, water quality, and solid waste. Students will be asked to collect and interpret their own data, as well as to use simple models to explain environmental issues from a scientific perspective. (This course satisfies Natural Science.)  
cross listed: CHEM 108

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### *ES 110: Intro to Environment and Society*

(Introduction to Environment and Society) The environment is an ecological matrix in which all human societies are embedded. Solving current environmental problems therefore requires understanding how humans' social, political, and economic processes interact with natural processes, mutually influencing one another. This course's study of environmental problems is inherently interdisciplinary, blending perspectives from the social

sciences and humanities; subject areas include environmental economics, ethics, politics, history, and literature. Specific topics and content may vary with the professor(s). This course is intended for students with a general interest in environmental issues as well as those interested in pursuing the Environmental Studies major. No prerequisites.

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*ES 120: Intro to Environmental Sciences*

Using the disciplines of the physical, biological, and chemical sciences, this course studies the entities, patterns, and processes of the natural world and their modification by human activity. We examine scientific knowledge and principles and the application of that knowledge and those principles to natural systems, and survey selected environmental issues to ultimately consider the sustainability of human activities on the planet. Topics may include climate change, biodiversity conservation, population growth, ecology, toxic pollution, and sustainable and unsustainable energy and agricultural systems. (This course satisfies Natural Science.)

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*ES 200: Topics: Chicago Parks*

(Spring 2021 Topic: Chicago Parks and the Politics of Landscape). This course examines Chicago's cultural heritage, race relations, class politics, and landscaped environments through the lens of its city parks from the nineteenth century to the present day. Students explore the ways Chicagoans and visitors experienced, constructed, thought about, discussed, fought over, and valued these public spaces in order to understand broader cultural and historical trends. Students employ interdisciplinary methodologies drawn from anthropology, sociology, history, politics, literary studies, and environmental studies to examine a wide range of source material including artifacts, photographs, maps, surveys, oral histories, fiction, poetry, and more. Special emphasis on and field studies to Chicago's South Side parks that hosted two World's Fairs. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: SOAN 200

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*ES 203: Spring Flora of the Great Lakes*

(Spring Flora of the Western Great Lakes.) This course introduces students to the identification, systematics, ecology, and natural history of the spring flora of the Western Great Lakes. This course includes extensive field work in the greater Chicago area and eastern Wisconsin. Students learn to identify between 150 and 200 species of wildflowers, grasses, trees, shrubs, and other plants, and learn the characteristics of 15 to 20 plant families. No prerequisites. This Summer Session course in 2022 is held in the afternoons on Tuesdays and Fridays plus full field days 8:00am-6:00pm on Wednesdays and Thursdays. An overnight trip to Wisconsin takes place on May 25-26. (This course satisfies Experiential Learning and Natural Science.)  
cross listed: BIOL 203

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*ES 204: Summer Flora of the Great Lakes*

(Summer Flora of the Western Great Lakes). This course introduces students to the identification, systematics, ecology, and natural history of the summer flora of the Western Great Lakes. This course includes extensive field work in the greater Chicago area, eastern Wisconsin, and Michigan's Upper Peninsula. Students learn to identify between 150 and 200 species of wildflowers, grasses, trees, shrubs, and other plants, and learn the characteristics of 15 to 20 plant families. No prerequisites. This Summer Session course in 2022 will be held in the mornings on Mondays and Thursdays plus full field days 8:00am-6:00pm on Tuesdays and Wednesdays. (This course satisfies Experiential Learning and Natural Science.)  
cross listed: BIOL 204

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*ES 205: Prairie Flora of the Great Lakes*

(Prairie Flora of the Western Great Lakes.) This course introduces students to the identification, systematics, ecology, and natural history of the late summer flora of the Western Great Lakes. This course includes extensive field work in the greater Chicago area, northern Indiana, and eastern Wisconsin. Students learn to identify between 150 and 200 species of wildflowers, grasses, trees, shrubs, and other plants, and learn the characteristics of 15 to 20 plant families. No prerequisites. This Summer Session course in 2022 will be held in the afternoons on Tuesdays and Fridays plus full field days 8:00am-5:00pm on Wednesdays and Thursdays. An overnight trip to Wisconsin takes place on July 20-21. (This course satisfies Experiential Learning and Natural Science.) cross listed: BIOL 205

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*ES 206: U.S. Environmental Literature*

(United States Environmental Literature) An historically organized survey of the various rhetoric through which nature has been imagined by writers from the Puritans to contemporaries: the Calvinist fallen landscape, the rational continent of the American Enlightenment, conservation and 'wise use,' preservation and biodiversity. (This course satisfies Humanities.) cross listed: ENGL 206, AMER 206

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*ES 209: Terrorism and the Environment*

Human injustice and the environment are deeply interlinked. Terror, war, disease, and slavery have environmental interconnections, and the current climate of terrorism has causes directly related to the availability and scarcity of natural resources. Both terrorists and counter-terrorist groups often deploy environmental weapons and strategies (such as dam breaching and oil field ignition) and make use of communication and supply chains that rely on the intimate knowledge of local geographies. Environmentalists have also employed terror tactics, often labeled as eco-terrorism, such as tree spiking and mailing bombs, to promote and protect environmental values. This

interdisciplinary course weaves together geography, natural resource science, history, politics, and sociology to understand the connection between terrorism and the environment. No prerequisites. (This course satisfies Social Science and Writing Intensive.)  
cross listed: IREL 296

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*ES 210: Environmental Ethics*

Examination of relationships between human beings and nature, drawing on literature, religion, and natural science as well as philosophy. What views have shaped our current perceptions, concerns, uses, and misuses of the natural world? What creative alternatives can we discover? How can these be applied to the practical problems of environmental ethics? (This course satisfies Humanities and Global Perspective.)  
cross listed: PHIL 210

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*ES 215: Environmental Psychology*

Environmental psychology is the discipline concerned with interactions and relationships between people and their environments (including built, natural, and social environments). In this course we apply psychological methods and theories to a variety of issues and behaviors, considering such topics as landscape preference, wayfinding, weather, noise, natural disasters, territoriality, crowding, and the design of residential and work environments. We also explore images of nature, wilderness, home, and place, as well as the impact of these images on behavior. The course is grounded in empirical work, and incorporates observations and experiences in the local environment. No prerequisite. (This course satisfies Social Science.)  
cross listed: PSYC 215

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*ES 217: Society, Climate Change, & Enviro.*

(Society, Climate Change, and the Environment.) This course utilizes a sociological perspective and theories to explore the complex ways that society has both generated and is addressing environmental problems with an emphasis on global climate change. We will explore how the structure and culture of society influences the causes of climate change and other environmental harms, how the impact of climate change on societies varies greatly across social groups based on race, class, gender, and national context, and ways societies are responding to the crises through social movements, changes in culture, and political and economic institutions. No prerequisites. (This course satisfies Social Science.)  
cross listed: SOAN 217

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*ES 218: American Geographies*

Lewis Carroll tells of a nation who made a map on the scale of one mile to the mile, but "the farmers objected: they said it would cover the whole country, and shut out the sunlight! So we now use the country itself, as its own map, and I assure you it does nearly as well." Similarly, American "Geographies" are plural because all geographies are multiple: the same location can be mapped in dozens of different ways, all of which can add to the richness of our understanding of place. "Mapped" denotes both physical maps and a range of mental and cultural constructs that describe place. These include urban geographies, agricultural geographies, natural geographies, and personal geographies as perceived by rulers, explorers, immigrants, recently freed slaves, mountain lions, and others. We compare American Geographies with other Geographies of the world (European and Chinese) to understand these American spatial experiences. (This course satisfies Humanities.)

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*ES 220: Evolution, Ecology, and Environment*

The diversity of life - the result of evolutionary and ecological processes - is a primary focus of environmental studies. In order to understand humans'



effects on other species, ecosystems, and evolutionary and ecological processes and interactions, a deep knowledge of those entities and processes is critical. This course takes an interdisciplinary, theoretical approach to the evolution and ecology of human - environmental dynamics, including species concepts and speciation, extinction, conservation of biodiversity, political ecology, evolutionary ecology, the human dimensions of global change, demography, biogeography, human and non-human population ecology, and the status of evolutionary theory in the current political arena. Three lecture hours plus one four-hour laboratory per week. Prerequisites: ES 108 or Chem 115 and Math 150 or BIOL 150 or ECON/BUSN/FIN 130 or MATH 351 or PSYC 221 or SOAN 310 (This course satisfies Natural Science and Technology Intensive.)

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*ES 221: History & Literature of Great Lakes*

(History and Literature of the Great Lakes.) The Great Lakes contain 21 percent of the world's surface fresh water. They provided a passage for exploration and still provide a passage for commerce. They are the reason Chicago exists. This course explores the history of the Great Lakes (geological, Native American, and modern) and the literature and art that arose from human interaction with these vast waters. In this interdisciplinary course we read geological and geographical descriptions, Native American literature, journals of early European explorers, poetry, short stories, and histories of social, economic, and environmental issues concerning the Great Lakes. No prerequisites. (This course satisfies Humanities and Writing Intensive.)

cross listed: ENGL 252

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*ES 224: Biodiversity*

Biodiversity has commonly been defined as the diversity of genes, species, and ecosystems, and the interactions between them. This course explores the evolutionary and ecological causes and consequences of biodiversity and the models we use to conceptualize and conserve its components. We study and

attempt to explain the unequal distribution of biodiversity over space (tropical rainforests have much greater biodiversity than temperate forests) and time (many more species of beetles have evolved than species of mammals). We pay special attention to diversity in the vertebrates, arthropods, molluscs, and flowering plants, and consider concepts such as the tree of life, ecological diversity indices, and definitions of genes, species, and ecosystems. Throughout the course we consider theoretical and practical approaches to conserving the biodiversity we have and restoring the biodiversity we've lost. (This course satisfies Natural Science.)

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*ES 225: Philosophy of Science*

Examination of issues such as the nature of scientific knowledge, what counts as a "true" scientific theory, the basis of observation, and empirical knowledge. Consideration of ethical issues generated by scientific practice, the politics of technology, and current work on the sociology of scientific knowledge. (This course satisfies Humanities.)  
cross listed: PHIL 225

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*ES 229: Art and Environment*

(Art and Environment: Exploring Landscapes and Sustainability.) In this course we explore the unique relationship and history of the arts and the environment. In recent times an increasing number of creatives in fields such as sculpture, sound art, and architecture have shifted their focus towards environmental awareness. Production methods and materials that embrace sustainability, repurposing and reutilization are making their mark around the world. We learn about these efforts and use them as inspiration to create new work. Students explore ways that artists can use social practice to create awareness, study western and non-western concepts of the landscape, and discuss the everlasting desire to look at nature for inspiration. We use a variety of recycled/repurposed materials and electronic media to produce artwork focused on our relationship with the environment and how we can create immediate and long-term positive impact on our habitats. No

prerequisites; ES110 or ES120 recommended for Environmental Studies majors. Course Fee Applies. (This course satisfies Creative & Performing Arts.)

cross listed: ART 229

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*ES 232: Drawing from Nature*

Close observation is the foundation of scientific inquiry. It is also key to making art. In this course, students use their surroundings—from microscopic organisms to the forests and prairies around the Lake Forest campus—as a source of discovery and inspiration for making drawings. Working with a variety of materials, students develop their abilities to observe and interpret nature. Students move between indoor and outdoor spaces, including the Shooting Star Savanna and biology laboratories. Students study scientific illustrations and learn how to create them. Field trips to local prairie and woodland restoration projects and sites such as the Chicago Botanic Garden are an important component of this course. The course is designed for all levels, beginning through advanced. (This course satisfies Creative & Performing Arts.)

cross listed: ART 232

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*ES 236: Environmental Politics and Policy*

Despite arguably leading the world in implementing environmental(ist) policies in the 1960s and 1970s, in 2022 the United States ranked just 43rd worldwide (of 180 nations) according to Yale's Environmental Performance Index. Seeking answers for how and why this came to be, this course focuses on the United States' historical record of environmental policymaking—not just from the 1960s to the present, but from the origins of environmental policymaking and values present at the country's founding through the emergence of the “modern” environmental movement in the post-World War II era that led to the raft of legislation we have today. Explanations for environmental policy outcomes are sought, including through an examination of how policies have been developed and implemented at the national, state, and local levels.

Special attention is paid to case studies which illustrate how a variety of actors—including legislators, administrators, scientists, civil society, and the private sector—have shaped and continue to shape the environment in which we live. (This course satisfies Social Science.)  
cross listed: POLS 237

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*ES 240: Religious Perspectives Environment*

Our current environmental crises rest on philosophical and religious assumptions that are now being challenged. Are humans meant to dominate nature? Does nature belong to human beings or do human beings belong to nature? Addressing such questions requires an increasingly broad scope, as our ecological fates are interwoven on a planetary scale. This class therefore examines a diversity of religious teachings, old and new, to theorize cultural conceptions of “nature” and seek possible platforms for religious rhetoric to inspire conservation. We read primary and secondary sources across a range of traditions, including Jain, Buddhist, Hindu, and Christian, as well as indigenous tribes from North America, and scholars who suggest a new religious attention to earth sciences is needed to face the present climate crisis. By deconstructing conventional definitions of terms like religion and nature, we build an understanding of human entanglements in planetary processes and possible pathways toward sustainable futures. (This course satisfies Humanities and Global Perspective.)  
cross listed: RELG 240

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*ES 260: U.S. Environmental History*

(United States Environmental History) Introduction to the historical study of the relationship of people in the present-day United States with the natural world. Examination of the ways that 'natural' forces helped shape U.S. history; the ways human beings have altered and interacted with nature over time; and the ways cultural, philosophical, scientific, and political attitudes towards the environment have changed in the course of U.S. history, pre-history to the

present. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: HIST 232, AMER 261

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*ES 261: Global Environmental History*

The Earth's environment has changed drastically over time. The first half of this course is a journey through the many phases of environment and climate on Earth in its 4.5-billion-year history from an atmosphere without oxygen to a warm lushly vegetated globe to a world with glaciers pushing toward the equator. In its second half, we will focus on the how environmental changes influenced human history. What was the world like when humans evolved and how did the Ice Ages determine where people migrated? Were the rise and fall of empires tied to the rise and fall of sea level? We will also examine humans as forces that shape and influence the environments they inhabit, for better or for worse. No prerequisite. (This course satisfies Humanities.)

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*ES 263: US Cities*

This course is an introduction to the political, economic, and social forces that have shaped US cities in the last 200 years, with a focus on the city of Chicago. We explore the growth of urban economies, migration and immigration into cities, racial/ethnic segregation and displacement, and struggles over power and resources. Students are introduced to multiple disciplinary approaches to understanding US cities, and visit relevant sites in Chicago. This course is the core course for the Urban Studies minor program. (This course satisfies Social Science and Domestic Pluralism.)  
cross listed: HIST 235, AMER 263, URBS 120

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*ES 282: Lake Forestry*

The subjects of Lake Forestry are the trees, shrubs, herbaceous plants, and terrestrial ecosystems of the Midwest. This course introduces students to the ecology of individual plant species and to the ecological assemblages of which they are a part. Also included in this course are forest and prairie history, the relationship between forest and prairie ecosystems and urban and agricultural ecosystems, and current conservation and restoration efforts. All classes are held outside. Speaking and collaboration are fundamental requirements of the course. There are three mandatory weekend field trips: the first Saturday of the semester to South Chicagoland ecosystems, the third weekend in September to Northern Wisconsin, and Friday afternoon through Tuesday night of the Fall Mid-Semester Break to Southern Illinois. (This course satisfies Experiential Learning and Natural Science.)

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*ES 320: Landscape and Representation*

Art has long been a site through which societies have visually and materially expressed and explored diverse experiences of the landscape. This course examines the changing nature of land, place, and environment in art and its representation and deployment as a genre, theme, and medium, with special attention to the Great Lakes as an ancestral and contested site. Approaching diverse art forms such as Indigenous earthen monuments, landscape painting, earthworks, photography, installation art, and site-specificity from ecocritical and decolonial art historical lenses, we consider “nature” as a cultural-aesthetic construction and as a politically embattled site inhabited by human and non-human agents and beings. With select local site and collection visits, we consider the role of [the] E/earth in art as material, vibrant matter, pigment, place, and collective home of social, cosmological, and ecological relations. (This course satisfies Humanities.)  
cross listed: ARTH 320

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*ES 323: Black Environmental Culture*

Until the environmental justice movement rose to prominence over the past few decades and invited a more critical perspective on the connection between race and the environment, popular understanding of the American environmental (and environmentalist) tradition had effectively been whitewashed. But why? This course works to find answers to that question while unearthing the deeper roots of Black environmental culture in conversation with key moments in Black history in the United States--from slavery to sharecropping, from migration and urbanization to environmental justice. Interdisciplinary approaches examine sources as diverse as slave narratives, fiction, poetry, songs, photographs, maps, and ethnographies. Black intellectuals, writers, visual and musical artists, and everyday citizens not always associated with environmental thought are considered, from W.E.B. Du Bois and Zora Neale Hurston to the Black Panthers and the victims of Flint, Michigan's, water crisis. Prerequisite: ES 110 or AFAM 110 (This course satisfies Humanities and Domestic Pluralism.) cross listed: AFAM 323

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*ES 324: Medieval Disasters & Climate Change*

In the fifth century, a cooling climate and epidemics accelerated the collapse of the western Roman state; while in the fourteenth century, worsened by the onset of the "Little Ice Age," the Black Death reduced populations in Eurasia by half and laid the groundwork for the changes of the early modern world. This course teaches the history of environmental transformations and human adaptation through an exploration of some of the natural disasters and climate changes that impacted Europe and the Mediterranean world c. 300-1500 CE. Using specific case studies (including episodes like the so-called "mystery cloud" that troubled Levantine communities in 536 and the unusually well-documented 1348 earthquake in central Europe), the course evaluates how medieval people thought about nature, and how moments of crisis shaped individuals, communities, and larger ecosystems. Students learn to use Geographic Information System (GIS) software to analyze, track chronologically, and map spatially a specific disaster or environmental event. No prerequisites. (This course satisfies Global Perspective and Technology

Intensive.)  
cross listed: HIST 324

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*ES 325: Economics of Land*

(The Economics of Land: Valuation, Use, and Taxation) The course examines several different roles of land in the economy; as a productive asset, as an investment, as a store of value, and as a base for taxation. Topics to be covered include various definitions of property rights, regulatory policy toward land use and land preservation, models of land valuation, and the theory and practice of property taxation and tax preferences. We examine policies across different states, countries, and eras. Prerequisite: ECON 210 or permission of instructor  
cross listed: ECON 325

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*ES 326: Interrogating the Ecology of Place*

(Interrogating the Ecology of Place: From Generative AI to Regenerative Neighborhood Development) This course explores the nexus of Sweet Water Foundation's (SWF) practice of Regenerative Neighborhood Development (RND) and emerging artificial intelligence (AI) technologies. RND's social justice methods transform the urban ecology of neighborhoods long subjected to disinvestment and discriminatory policies, embodying the idea that only through proximity to the ecology of a particular place - its land, people, and flows across seasons - can one acquire the knowledge required to design interventions capable of sustained impact. AI, by contrast, is almost wholly detached from these specific ecologies of place. But how might AI tools be used critically and strategically to foster protopian rather than utopian visions, staying connected to environmental realities and a community's lived experience and needs? This course features significant hands-on field-based work, both on campus and at SWF's bio-dynamic campus, known as The Commonwealth, on Chicago's South Side. Co-taught with SWF leadership and team members. Prerequisite: Junior Standing



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*ES 332: Environmental Writing*

This course focuses on writing about the environment. Students will explore different approaches to the environmental essay, including adventure narrative, personal reflection, and natural history. Poetry and fiction will also play a role as we explore the practice of place-centered writing. We will also use the immediate surroundings of the Chicago area as an environment for our writing. Prerequisite: English 235 or a lower-level Environmental Studies course.

cross listed: ENGL 332

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*ES 335: Environmental Justice*

Environmental justice movements contest environmental inequalities (disproportionate exposure to environmental ills like pollution and inadequate access to environmental goods like nature-based recreation) that manifest themselves along lines of race, ethnicity, class, and gender. This course employs a variety of disciplinary perspectives - including history, literature, sociology, political science, and philosophy - to examine the origins and evolution of these social movements worldwide, but especially emphasizes the environmental battles waged by African American, Latinx, and Native American communities in the United States. From climate change's rising seas that threaten developing nations to the toxic waste dumps that threaten the health of communities of color, case studies are used to explore how local struggles help shape a global consciousness about environmental injustices. Chicago-area environmental justice movements are given special attention and are incorporated into field studies. Prerequisites: ES 110 or permission of instructor. (This course satisfies Social Science and Domestic Pluralism.)

cross listed: AFAM 335

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*ES 340: Environ & Natural Resource Econ*

(Environmental and Natural Resource Economics) Examines different economic theories regarding optimal use of renewable and nonrenewable resources, why market responses to pollution are typically unsatisfactory, and optimal pollution control. These theories are then applied to the real world, taking into consideration political and technological constraints. The impact of past and current policy on the environment will be studied, as will the potential impact of proposed legislation. Prerequisite: ECON 210 or permission of the instructor.

cross listed: ECON 340

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*ES 350: Marine and Island Ecology*

This summer school course, offered by the Shedd Aquarium and the Associated Colleges of the Chicago Area, includes a field experience in the Bahama Islands. Students learn how oceanography and water chemistry affect marine habitats and island environments. Students develop identification techniques for fishes, reptiles, plants and invertebrates while gaining knowledge of field research. The capstone experience is a nine-day excursion on Shedd's research vessel, the R/V Coral Reef II, studying tropical marine and island flora and fauna and surveying marine and terrestrial communities of the Exuma Islands. Prerequisite: Biology 220. Credit: one Lake Forest College credit. (This course satisfies Natural Science.)

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*ES 358: U.S. Enviro in Great Depression*

(U.S. Environmental Culture in the Great Depression) This course explores the many ways people in the United States understood and shaped their diverse local environments during the crisis of the Great Depression. Although the Dust Bowl is perhaps the most iconic of these environmental upheavals during the 1930s, this course examines diverse geographical regions: from the Appalachian mountains to the (de)forested Upper Midwest, from the agricultural South to the Dust Bowl plains and the water-starved West. In each

region, interdisciplinary approaches (including literary, historical, sociological, and visual media studies methods) trace the impacts of economic turmoil on the environment and the people who depended on it for their livelihoods, as well as the way economic disaster paved the way for the government's unprecedented intervention in environmental matters. This course fosters critical examination of U.S. subcultures during the Great Depression, including African-Americans, the Southern poor, the Range culture of the American West, and the immigrant experience. Prerequisite: Any 200-level ES course or permission of instructor.  
cross listed: AMER 358

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*ES 361: Environmental Law*

This course will explore basic issues of law and policy involved in the consumption, conservation, and regulation of natural resources. In particular, we will consider how various competing public and private interests in the use and protection of the environment affect legislative, administrative, and judicial decision making. Topics to be discussed include: agency management of environmental risk; civil suits as a means of environmental law enforcement; wilderness and the use of public land; takings and other private property rights concerns; federalism and the environment. Among other statutes, we will examine the National Environmental Policy Act, the Clean Air Act, the Wilderness Act, the Endangered Species Act, and the Toxic Substances Control Act.  
cross listed: POLS 368

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*ES 363: Environmental Apocalypse*

One dominant strain of environmental imagination in the United States—particularly after World War II, a period of rapid environmental change often referred to as the anthropocene, or Great Acceleration—has been fear of imminent environmental apocalypse, which manifests itself on a spectrum from diffuse anxiety to paralyzing terror. This course explores this culture of fear through a variety of topics in postwar environmental consciousness in the

U.S., including the specter of nuclear annihilation, carcinogenic chemicals, runaway population growth and food scarcity, climate change, and global pandemics. Texts and methodological approaches are literary, historical, anthropological, and sociological.  
cross listed: AMER 367

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*ES 365: Poetry and Nature*

This course explores the relationship between poetry and the natural world, from its roots in Classical Asian and European poetry to its postmodern manifestations. Understanding natural processes that served as inspiration and subject matter of nature poetry will enrich student understanding of the poem and the processes of both poetry writing and nature observation. Particular attention is paid to the poetry of William Wordsworth, Emily Dickinson, and Robert Frost. Prerequisite: One 200-level English course or 200-level Environmental Studies course. (This course satisfies Creative & Performing Arts.)  
cross listed: ENGL 365

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*ES 367: Environmental Writing*

This course focuses on writing about the environment. Students will explore different approaches to the environmental essay, including adventure narrative, personal reflection, and natural history. Poetry and fiction will also play a role as we explore the practice of place-centered writing. We will also use the immediate surroundings of the Chicago area as an environment for our writing. Prerequisite: English 135/235 or a lower-level Environmental Studies course. Not open to students who have completed ENGL 332.  
cross listed: ENGL 367

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*ES 368: Endangered Species and Languages*

(Endangered Species and Endangered Languages). Both species and languages can become endangered and go extinct. This course examines the similarities and differences between species and languages in their formation, their evolution, their relationships to each other, and their extinction. We will ask what it means to save a species or a language. We will consider whether some species are of higher conservation value than others and whether the same is true of languages. Prerequisite: One 200-level Environmental Studies course, or one 200-level Biology course, or one 200-level Sociology/Anthropology course, or Linguistics 201. (This course satisfies Natural Science and Global Perspective.)

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*ES 370: Ecology*

This course examines current concepts and research in ecology at the levels of populations, communities, landscapes, ecosystems, and global processes. Emphasis will be placed on field research methods and reading of the primary literature. Lectures, discussions, and other classroom activities will be combined with field and laboratory exercises. Three classroom and four laboratory/field hours per week. Prerequisites: Biol 220, and either Biol 221 or Junior status.

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*ES 375: Conservation Biology*

This course will examine how biological principles and information can be applied to conservation of species, ecosystems, and natural resources. Topics may include endangered species, conservation genetics, landscape and ecosystem-level conservation, restoration, biodiversity in human-influenced systems, and others. This course is scheduled to allow extended field trips and will also include lecture, discussion, and other classroom and laboratory activities. Prerequisites: Biol 220, and either Biol 221 or Junior status.  
cross listed: BIOL 375L

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*ES 381: Lake Forestry*

The subjects of Lake Forestry are the trees, shrubs, herbaceous plants, and terrestrial ecosystems of the Midwest. This course introduces students to the ecology of individual plant species and to the ecological assemblages of which they are a part. Also included in this course are forest and prairie history, the relationship between forest and prairie ecosystems and urban and agricultural ecosystems, and current conservation and restoration efforts. There is a lecture component and a field component; all field classes are held outside. Speaking and collaboration are fundamental requirements of the course. There are three mandatory weekend field trips: the first Saturday of the semester to South Chicagoland ecosystems, the third weekend in September to Northern Wisconsin, and Friday afternoon through Tuesday night of the Fall Mid-Semester Break to Southern Illinois.

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*ES 382: Political Ecology Infectious Disease*

(The Political Ecology of Infectious Diseases.) An infectious disease, COVID19, is in the process of disrupting the social, political, economic, ecological, and medical systems that we have relied on, and in some ways taken for granted, up to now. Infectious diseases, like all things — animals, plants, genes, rivers, petroleum, planets, and molecules — have the ability to exert influence on their environments; that is, they have something like agency. In this course, we investigate what the nature of this quasi-agency is, and what the political, social, and economic consequences of accepting the agency of things might be. Our focus is on infectious diseases: where they come from, how humans discovered them and how we combat them, and how they have affected and are affected by international economic and political systems, environmental degradation, medical technology, ideas of sovereignty, and the prosecution of war and terrorism. Prerequisite: ES 110, ES 120, ES 220, BIOL 220, or any Politics or History course, or permission of the instructor. (This course satisfies Social Science.)

*ES 383: Herpetology*

This course provides a thorough knowledge and understanding of reptiles and amphibians, their evolutionary relationships, taxonomic classification, and identifying characteristics, anatomy, physiology, behavior, and ecology. Special attention is paid to local species in Illinois. An emphasis on experiential learning allows students to design experiments and work with topics pertaining to conservation and care of reptiles and amphibians. Three 50-minute lectures and one four-hour lab per week are required. Prerequisite: Biol 220 or ES 220. (This course satisfies Experiential Learning.)  
cross listed: BIOL 383

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*ES 384: Plant Biology*

This course aims to provide a thorough knowledge and understanding of land and aquatic plants, photosynthetic protists and fungi, including: molecular biology; chemical organization and genetics; structures and functions of plant cells, tissues, and organs; principles of systematic botany, nomenclature, and classification; evolutionary relationships among the major groups; and the relationship between plants and their environments. An emphasis on hands-on experimentation will allow students to design experiments, analyze data, and present their results. Three 50-minute lectures and one 3-hour lab per week are required. Biol 220, and either Biol 221 or Junior status. Students must also register for a lab.  
cross listed: BIOL 384

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*ES 385: Plants & Insects of Great Lakes*

(Plant and Insect Systematics of the Great Lakes.) This course explores the origin and diversification of vascular plants and insects through the sub-disciplines of taxonomy (identification, nomenclature, and classification), evolution (speciation, reproductive biology, adaptation, convergence, and biogeography), and phylogenetics (likelihood analysis, cladistics, morphology, and molecules). Lab emphasizes learning representative plant families and

insect orders and families and use of keys and manuals. Prerequisites: ES 220 or BIO 220 or ES 203 or ES 204 or ES 282 or BIO/ES 284 and CHEM 108 or Chem 115. (This course satisfies Natural Science.)

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*ES 386: Experimental Plant Ecology*

This course examines the ecology of plants at population, community, and ecosystem levels. We examine the interactions of plants with each other, with other organisms, and with their environments. Topics discussed include competition among plants for common resources, how plants adapt to environmental stressors, relationships between plants, pollinators, herbivores and pathogens, and the ecology of plants in urban environments. Lab projects include experimental testing of various aspects of plant ecology using greenhouse and field experiments. Prerequisites: BIOL 220 OR ES 220  
cross listed: BIOL 386

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*ES 387: Who Speaks for Animals?*

This course explores the aims, motives, and achievements of those who either intentionally or unintentionally speak for animals - scientists, natural historians, philosophers, animal trainers, legal scholars, veterinarians, conservationists, nature writers, and artists, among others. This course investigates the meaning of animals to humans, the meaning of humans to animals, and the meaning of animals to each other. These investigations raise questions about the nature of equality, reason, feeling, justice, language, the social contract, and sentimentality. Prerequisites: Politics 260, or any Environmental Studies or Philosophy course at the 200 level or above, or junior standing. (This course satisfies Writing Intensive.)

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*ES 483: Env Connections Chicago-New Orleans*

(Senior Seminar: The Environmental Connections between Chicago and New Orleans) This course explores the environmental issues associated with the greater Chicago area and compares and connects them to the environmental issues associated with New Orleans and the lower Mississippi Delta. The connection between the two areas goes back to the mid-19th century decision to reroute the Chicago River and build a canal system that effectively connected the Great Lakes to the Gulf of Mexico. This geographical change provided a trade route from Chicago to the Gulf, enabling Chicago to be a major distributing center for both major trade routes from the Midwest - the Mississippi and the Great Lakes. Other comparisons that the course addresses are: energy issues of coal and oil, migration routes from the Delta to Chicago, and urbanization. Prerequisite: senior standing and a major in ES or permission of instructor. There will be an optional Spring Break trip down the Mississippi to New Orleans, as well as shorter field trips around the Chicago area.

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*ES 484: Conserving/Restoring Native Species*

(Senior Seminar: Conserving and Restoring Native Species.) This course examines how biological principles and knowledge, as well as social, political, legal, and economic principles, can be applied to conservation and restoration of species and their ecosystems. This course covers a variety of different conservation and restoration efforts, looking at reasons that the species disappeared, arguments for and against conservation and restoration, methods used, and the successes and failures of the projects. We review key factors that are likely to determine the outcome of projects. The course also discusses the dual relationship between wildlife and habitat restoration projects. Case studies may include urban peregrine falcon release programs, the Eastern Whooping Crane Partnership, wolf projects in Yellowstone National Park and nearby areas, and prairie restoration in Illinois, as well as other projects. Students are expected to participate in several field trips, at least one of which includes multiple days. Prerequisites: Senior standing and a major or minor in Environmental Studies, or permission of instructor.

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*ES 485: The Science and Literature of Trees*

A discussion of trees from scientific and humanities perspectives. Topics include tree anatomy and physiology, trees in American history and literature, forest ecology, forests and civilization, trees and climate change. Every student completes an independent research project in consultation with the instructors. Students are expected to participate in several field trips, at least one of which includes multiple days. Prerequisites: Senior standing and a major or minor in Environmental Studies, or permission of instructor. (This course satisfies Senior Studies.)

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*ES 486: Birds: Interdisc. Perspective*

(Birds: An Interdisciplinary Perspective) An interdisciplinary discussion of birds and their various relationships to the environment and to humans. Students learn principles of taxonomy, physiology, and natural history using examples from around the world; discuss issues of conservation and extinction, species restoration, ethics and legal protections; and consider the roles birds have played in the work of writers and visual artists. Optional spring break trip to the Platte River to observe the internationally famous spectacle of the Sandhill Crane migration, along with many other species. Prerequisites: Senior standing and a major or minor in Environmental Studies, or permission of instructor.

# Ethics Center

## Faculty

*Daw-Nay Evans*

Associate Professor of Philosophy

*Amanda J. Felkey*

Professor of Economics and Business

*Paul Henne*

Assistant Professor of Philosophy and Neuroscience

*Janet McCracken*

Professor of Philosophy

*Roshni Patel*

Assistant Professor of Philosophy

## **Ethics Center Courses**

*ETHC 118: Comparative Religious Ethics*

An introduction to the sources and patterns of moral reasoning within different religious traditions. The course will examine historical and contemporary ethical issues, along with different theoretical frameworks describing what constitutes ethical behavior. Students will develop their own responses to complex contemporary issues to understand conflicting perspectives and different ethical frameworks. Case studies focus on such contemporary issues as the ethics of war and peace, conflicting environmental policies, fair and just dispute resolutions, and balancing the good of society against the value of individual freedoms. (This course satisfies Humanities and Global

Perspective.)  
cross listed: RELG 118

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*ETHC 250: Dialogue: Race, Ethnicity, Religion*

In a culturally and socially diverse society, exploring issues of difference, conflict, and community is needed to facilitate understanding and improve relations between social/cultural groups. In this course, students will engage in meaningful discussion of controversial, challenging, and divisive issues in society related to race, ethnicity, and religion. Students will be challenged to increase personal awareness of their own cultural experience, expand knowledge of the historic and social realities of other cultural groups, and take action as agents of positive social change in their communities. This course requires a high level of participation from all students. Not open to students who have completed ETHC 260. Note: This course earns .5 credits. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: AFAM 250, RELG 221

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*ETHC 252: Dialogue: Gender Identity*

In a culturally and socially diverse society, exploring issues of difference, conflict, and community is needed to facilitate understanding and improve relations between social/cultural groups. In this course, students will engage in meaningful discussion of controversial, challenging, and divisive issues in society related to gender identity. Students will be challenged to increase personal awareness of their own cultural experience, expand knowledge of the historic and social realities of other cultural groups, and take action as agents of positive social change in their communities. This course requires a high level of participation from all students. Not open to students who have completed ETHC 260. Note: This course earns .5 credits. No Prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: GSWS 252

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*ETHC 260: Dialogue: Race, Ethnicity, & Gender*

(Dialogue: Race, Ethnicity, and Gender.) In a culturally and socially diverse society, exploring issues of difference, conflict, and community is needed to facilitate understanding and improve relations between social/cultural groups. In this course, students will engage in meaningful discussion of controversial, challenging, and divisive issues in society related to race, ethnicity, and gender identity. Students will be challenged to increase personal awareness of their own cultural experience, expand knowledge of the historic and social realities of other cultural groups, and explore how to take action as agents of positive social change in their communities. This course requires a high level of participation from all students. Not open to students who have completed either ETHC 250 or ETHC 252. Note: This course is offered during the summer term only. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

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*ETHC 261: Art of Social Change*

Artists have a long history as agents of social change, using "traditional" art forms such as painting, drawing, printmaking and sculpture, and a bit more recently photography, performance, and video to critique various aspects of society and to propose alternatives for the future. The consideration of social engagement as an artistic medium in and of itself has become an important current in contemporary art since at least the 1990s. This course begins with a consideration of some of the ways artists in the past approached social and political concerns. We then focus on the more recent proliferation of artists with social practices both within and outside of the gallery/museum realm of contemporary art. Students address various important historical, theoretical and practical texts; conduct discussions and presentations; and collaborate to design and enact original works of socially engaged art. No prerequisites. Course Fee Applies. (This course satisfies Creative & Performing Arts and Global Perspective.)  
cross listed: ART 261

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*ETHC 276: Social Justice and Human Rights*

Examination of the concepts and debates surrounding social justice and human rights, with attention to the arguments between East and West. Applications to current global and domestic issues, such as globalization; poverty and disparities in wealth and opportunity; race, ethnicity, gender and sexual orientation; political liberties; and genocide. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: PHIL 276, IREL 286

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*ETHC 277: Identities, Rights, Social Justice*

This course explores the philosophical foundations of contemporary understandings of rights and social justice. We study a variety of theoretical frameworks, including classical liberal theory, postcolonial critiques, and local philosophies of indigenous communities. Moreover, we consider the effects of each framework on various claims to identity, whether of an individual person, a group, community, institution, place, or state. We then attempt to apply these frameworks to a number of real-world cases to better understand how rights are deployed and denied in practice. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: PHIL 277, IREL 287

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*ETHC 290: What Makes a Great Leader?*

How do we recognize a good leader? Is a just or effective leader the same as a great leader? Materials will be drawn from literature, film, and biographies, as well as more theoretical readings from the humanities and social sciences, as we try to answer these very important questions. We will consider specific examples of good and bad leadership (fictional or historical) from a variety of realms, such as politics, social movements, religion, the arts, education, law, science, and public intellectualism. Open to sophomore or junior Honors Fellows, and others with permission of the Honors Fellows Committee. (This

course satisfies Humanities.)  
cross listed: HSEM 290

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*ETHC 320: Topics in Ethics*

Collaborative research project culminating in a specific ethical theme (announced each time the course is offered.) The course runs for an academic year, earning .5 credit per semester. The course may be repeated for credit. Participation by invitation. (This course satisfies Humanities and Writing Intensive.)

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*ETHC 330: Comparative and International Educ*

**ETHC 330: Comparative and International Education: Education as the Practice of Freedom** This course examines both the study and practice of comparative and international education. The course is organized with a multidisciplinary perspective with analysis of history, theory, methods, and issues in comparative and international education. A major goal of the course is to interrogate the linkages between education and society. Recurrent themes will be examined to demonstrate how every educational system not only arises from but also shapes its particular socio-cultural context. Students will have the opportunity to deepen and expand their knowledge of educational issues within a global context. (This course satisfies Social Science and Global Perspective.)  
cross listed: EDUC 320, SOAN 344

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*ETHC 339: Inclusive Innovation*

While entrepreneurs top the list of Forbes richest Americans, diversity does not. Why are women, people of color, and other groups persistently excluded from entrepreneurial resources? How might we make entrepreneurship more

inclusive to drive disruptive innovation, help people reach their full potential, and propel positive economic growth? This course surveys the deeper (and often hidden) causal factors that have contributed to and reinforced entrepreneurial exclusion. We examine disparities at the macro- and micro-level (i.e., gender, race, sexuality, geography, ability, age) through case studies, reading, hands-on activities, and student research projects. Students propose their own reasoned and researched solutions to address the business case for access and inclusion not as a charitable cause but as an economic imperative. The course concludes with students pitching their solutions on how to empower an underrepresented group, increase access to high-quality tools to find problems worth solving for this group and the resources to solve them, and create new channels for revenue from a previously underserved and ignored market. Prerequisite: Sophomore standing. (This course satisfies Domestic Pluralism.)  
cross listed: ENTP 340, GSWS 339, LNAM 340

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*ETHC 340: Equity & Social Justice in Educ*

(Equity and Social Justice in Education) This course examines 'equity' and 'social justice' both as concepts and in the context of three aspects of education: the historical founding of U.S. schools on oppressive ideals; the primary roles of race/ethnicity, space, and socioeconomic status, but also religion, gender, sexual orientation, language, and (dis)ability in individual and group experiences of schooling; and strategies for socially just education. The course uses documentary history, scholarly sources, and personal narratives to explore tensions between the ideals of freedom and equality and the reality of segregation and marginalization in U.S. education. Course content focuses on U.S. public education as a microcosm of equity and social justice issues nationally and internationally. Not open to first-year students. (This course satisfies Social Science and Domestic Pluralism.)  
cross listed: EDUC 310, AFAM 310

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*ETHC 352: Topics in Social Justice*

Examination of a particular issue in social justice, through a research project. Common elements of the course will include examinations of theoretical issues and debates, allowing students to select from a range of possible research topics. Significant time will be devoted to periodic student reports on their projects. Prerequisite: Ethics Center/Philosophy 276 or 277 or permission of instructor. (This course satisfies Domestic Pluralism.)  
cross listed: PHIL 352

# First-Year Studies

## Learning Outcomes

The expected Student Learning Outcomes for the First Year Studies Program are:

1. First-year students will be able to demonstrate progress toward competence in focus, flow, depth, use of source material, and conventions of academic writing.
2. First-Year students will be able to demonstrate competence in critical thinking, including analysis, synthesis, and judgment.
3. First-Year students will be able to demonstrate information-gathering and research skills, including the use of a variety of research tools and the resources of the library.
4. First-Year students will be able to demonstrate information literacy, to effectively and responsibly use information according to the Academic Honesty policy of Lake Forest College.

## First-Year Studies Courses

*FIYS 104: Pizza and the World: A History*

Throughout time and across borders, humans have consumed food for nourishment, pleasure, prestige, and commensality, among a host of other reasons. Practices of growing, gathering, processing, cooking, transporting, and exchanging foods and food commodities have helped bind individuals and communities together even while serving to draw distinctions between groups, nation-states, empires, and even modern corporations. This course uses a specific food, pizza, to examine the global interactions, conflicts, migrations, economic integrations, and confluences of power, culture, technologies, and tastes that have connected and divided humans across the major cultural regions of the world. We cover the historical introduction and spread of new foods like grain, dairy, and tomatoes – the basic food ingredients of pizza – and the transformation of communities, cultures, technologies, and ecosystems that followed. Additionally, we gain hands-on experience working with these three ingredients in different physical settings.

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*FIYS 105: Music in Chicago*

Chicago offers its residents a musical soundscape as rich and as varied as any city in America. The city has a long history of classical music performances through organizations such as the Chicago Symphony Orchestra, the Lyric Opera of Chicago, and the Ravinia Festival. Jazz and the Blues evolved in Chicago and can be heard in clubs across the city. Chicago also offers a diverse collection of ethnic and world music festivals nearly every weekend of the year. In this course, we will explore Chicago's unique soundscape through three main areas: classical music, jazz and the blues, and world music. Our investigation will involve frequent field trips, some as a class and some in smaller groups. We will study the history of music in the city and will also cultivate active listening skills. This course requires participation in some evening and/or weekend field trips or events, so consider your other commitments (such as off-campus employment or a fall/winter sports participation) as you identify courses of interest to you. No prior musical skills are required.

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*FIYS 106: Medical Mysteries of the Mind*

This course is for beginning students interested in exploring the human brain in a rigorous interdisciplinary way. If you are intensely interested in how your brain helps you think, feel, sense, read, write, eat, sleep, dream, learn and move, this course is for you. You will learn how brain dysfunction causes complex medical illnesses, like Alzheimer's, Autism, and Schizophrenia. You will meet Chicago's world-class neuroscientists through guest seminars and class-trips to famous laboratories. You will debate ethical dilemmas that face society and dissect human brains. Lastly, you will present at the Brain Awareness Week on campus. One year each of high school biology and chemistry is recommended.

*FIYS 107: College Access and Completion*

(Public Policy: College Access and Completion.) This course explores key issues surrounding the accessibility of college in the United States, including questions about college debt, college funding formulas, and the impact these policies have on the ability of students from various identity groups to afford and attend college. Furthermore, the course considers factors that impact students' ability to complete their college degrees, as well as policies that might help close the "graduation gaps" that exist between different populations of students and increase college completion rates. Finally, the course works to quantify the economic "worth" of a college diploma in the United States and the implications that graduation gaps (racial, socioeconomic, etc.) have on societal outcomes.

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*FIYS 108: Critical Thinking Post-truth World*

(Separating Fact from Fiction: Critical Thinking in a Post-truth World.) In this class the student investigates information, truth, and facts as cultural products shaped by social forces. The student cultivates critical thinking skills while investigating topics including propaganda, disinformation, statistical assertions, research and publication methodologies, rumor, gossip, myth, internet veracity, and folk belief.

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*FIYS 109: The Future*

According to an article published in the Dayton Daily News in September 1920, by the year 2020: "No one can doubt but that the flying machines of a new and important type, not known today, will be in general use a century removed... The automobile will be succeeded by something entirely different [and] human beings a century hence will become either much smaller or much larger than they are today. Everything will have changed." Predicting the future is clearly difficult! Experts in numerous fields are routinely called upon to make predictions, and often fail miserably at their task—not foreseeing a pandemic, the outcome of political races, economic upheaval, whether

bridges can withstand stress loads, and so on. And yet, we cannot avoid making predictions—it is an essential part of being human. This course explores the way people have made predictions in the past, both good and bad; students also learn sound methods for improving our own ability to see into the future.

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*FIYS 110: Examining Educational Opportunity*

This course examines equity issues in public education in America today. We focus this semester on one major school reform issue: how schools can work to address inequality in educational outcomes among African American, LatinX, and White student populations. What facets of school structure, curriculum, school culture, or resources are related to this problem? We investigate urban educational environments, but also consider broader issues of segregation/integration and the distribution of resources in rural and suburban environments. The course considers the importance of racial identity formation, family relationships, cultural beliefs, and traditions in building perspectives on learning and the schooling process. Ultimately, the course tackles the questions: What do Americans believe about the quality of and problems in public education today? What are promising practices in reform to create public schools that give all students the opportunity to fulfill the American Dream?

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*FIYS 111: Race and Space in Chicago Schools*

The history of American education has been marked by inequalities along racial, ethnic, economic, linguistic, religious, and cultural lines. Since the late twentieth century, the development of suburban and urban boundaries has come to redefine equity and social justice in schools. This course introduces students to social and institutional forces that make 'race' and 'space' tools for educational inequity. Focusing on Chicago-area schools, we will consider how the laws and collective actions of society have produced a 'poor urban' and 'affluent suburban' divide that continues to shape the educational experiences of students from various backgrounds. By learning how to read carefully and

to write clearly about the issues of 'race' and 'space' in Chicago-area schools, students will develop basic strategies of research, writing and presentation. Travelling as a group accompanied by the instructor, students will visit pertinent Chicago-area schools to explore these issues in real-life educational contexts.

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*FIYS 112: Wild Chicago*

(Wild Chicago: Exploring the Urban Jungle.) This course will offer students a clear understanding of the wildlife around us and how humans interact with their environment. The goal for the class is to help students think and write clearly and critically, form educated opinions and defend those opinions about a wide range of environmental issues in urban environments. Based on our own observations we will also learn how to ask educated questions about the relationships between humans and the environment. By visiting with a carefully selected group of environmental professionals and regularly observing and recording information on the environment in which we live, we will explore how wildlife interacts with humans on an everyday basis.

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*FIYS 113: Music and Math*

In this course, students will investigate the connections between the fields of music and mathematics. Commonalities to be explored will include the musical concepts of rhythm, meter, scales, tuning, and temperament, and the mathematical concepts of geometric series, rational and irrational numbers, modular arithmetic, and symmetries of the square. No previous knowledge of music theory is required, only a desire to use critical and analytical skills to understand and appreciate music.

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*FIYS 114: Media Art & Technology*

(From Now On: Media Art & Technology.) Digital media, technology and the arts have become potent forces creating changes in aesthetics, communication, social engagement, political movements, and economic conditions. From social media to Virtual Reality, the lines between reality and artifice blur. As these forces combine, reconfigure and create innovations, how will these changes impact our everyday experience? What we should expect in the world of work? Mass access to design software allows everyone to be a maker capable of creating shifts in cultural and social trends. How can one thrive in a such a dynamic world? Artists have played an important role as a counterpoint to mass-media by creating work that articulates important questions and examines such changes. Through discussions, readings, exercises and projects the course examines the impact of new fields in art and technology. This course will help students to identify, learn about, and potentially create tools to navigate a technologically dense future.

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*FIYS 115: Climate Change Across Disciplines*

This course will explore the most pressing issue of our time: climate change. We will examine the physical science of global warming, but more so we will focus on the social, political, ethical, psychological and artistic aspects of global warming. We will critically examine the predicted and current consequences of climate change and how it impacts groups of people differently. In addition, we will engage the following questions: What global and local political efforts have been made to address and deny the problem? What are the economic implications of climate change? What do ethics and the law say about global warming? How has modern literature and film imagined the future in a warming world? Is technology enough to get us out of this mess or will it require more systemic social change? As individuals and societies how do we cognitively perceive such a large problem?

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*FIYS 116: Meteors, Dinosaurs and Science*

(Dinosaurs, Meteors and Scientific Argumentation.) What caused the extinction of dinosaurs? What theories have been derived from what evidence about this extinction? This course will examine how scientists go about convincing others by focusing on this topic. In 1980, scientists from disparate disciplines advanced the theory that the impact of a meteor 66 million years ago set in motion the events that resulted in the extinction of some three-quarters of Earth's species, including dinosaurs. It was only in the 1990's that the larger scientific community came to the consensus around that notion. And there is an ongoing research question of why did the meteor strike then in the Yucatán Peninsula? In this seminar we will explore how scientists use observational evidence and calculations to advance persuasive arguments. This includes looking at the incomplete nature of contemporaneous scientific evidence as well as considering the questions of skeptical paleontologists, geologists and astronomers.

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*FIYS 117: Becoming Adult in Times of Change*

(Becoming Adult in Times of Change: Liminal States.) You probably don't have a word for it, but the world right now is in a liminal state. In anthropology, a liminal state is a time of being betwixt and between, when things are not the same as they were before, but they haven't yet found a new normal. Starting college is also a liminal state, because you're not really a high school student anymore but not quite a college student. This course focuses on figuring out your liminal state in three ways: 1) exploring the idea of liminality, including the idea that all of college is a liminal space before adulthood; 2) challenging you (literally) to try something new on a regular basis, while maintaining a "beginner's mind"; and 3) exposing you to tools you will need in your college and adult life, ranging from negotiating politics at dinner parties to exploring career options. If you've read this far and didn't get put off by the scary title or your assumptions about what this course would be, you have what it takes.

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*FIYS 118: Chicago, First City of Comedy*

In 1955, Viola Spolin and Paul Sills founded the Compass Players in Chicago and established the city as the birthplace of improvisational theater. Chicago is now home to Second City and dozens of other improv clubs that both feature and train aspiring comedians and actors. It also hosts Chicago SketchFest, the world's largest sketch comedy festival. In this course we will examine the early development of improv in Chicago and analyze the role of Chicago improv in humor production today. We will take class trips to comedy clubs, to attend shows and discuss this genre with practitioners and instructors. Students will learn to distinguish among different types of humor production and reception, and will consider the value of improv beyond the realm of entertainment (e.g., how improvisational theater games may help individuals prepare for the unexpected on the stage and in life).

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*FIYS 119: Chicago Media Industries*

Over the last 170 years, Chicago has been home to a diverse and vibrant set of media industries. From the founding of the Chicago Tribune in 1847, to the production of iconic films like Ferris Buehler's Day Off in the 1980s, to the current boom in television production started by Dick Wolf's Chicago Fire franchise in 2012, there is no doubt that Chicago has made an indelible mark on the U.S. media landscape. In this class, we will examine the history, policies, and practices of Chicago media industries, including print, film, radio, and television. We will also look at the way Chicago media industries have been impacted by larger political and economic trends, such as new media's effect on the newspaper industry, and growing international competition for Hollywood investment, known as "runaway production." This course will include a field trip to a Chicago media company as well as famous movie locations around the city.

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*FIYS 120: Religious Violence and Coexistence*

How do people of different religious faiths interact? How do they create professional and personal relationships—and what limits are placed on those relationships, either by law or by the individuals themselves? Conversely, what causes hostility and even violence between faiths? How do people go about "othering" those whose beliefs and practices are different than their own? This course investigates these eternal questions through an in-depth study of relations between Christianity, Judaism, and Islam in the ancient and medieval Mediterranean world. We begin with the earliest interactions between these religious traditions, as Christianity and Judaism diverged from common roots into separate faiths in the first two centuries of the Common Era, and as Islam emerged in the seventh century. In our second unit, we study medieval Spain, where Christians, Jews, and Muslims coexisted relatively peacefully for centuries, but where that toleration crumbled in the later Middle Ages, culminating in the expulsion of Jews (1492) and Muslims (1502) from the kingdom, and in the establishment of the Spanish Inquisition.

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*FIYS 121: Street Art: Who Makes and Owns It?*

(Street Art: The Politics of Authorship and Ownership.) This course will explore the history of visual expression in public spaces in its different renderings, from graffiti vandalism to outdoor art galleries. We will focus on the aesthetic side of street art, as well as on its social and political implications in their different cultural contexts. We will discuss how street art has challenged traditional notions of art, has redefined what being an artist means, and has changed the way spectators see, enjoy, and consume art. Special attention will be given to questions of authorship and ownership by discussing issues of cultural property and art reproductions. Films, guest lectures, and creative projects will supplement class meetings and readings. This course will include an excursion to the Pilsen neighborhood in Chicago, famous for its Latino street art.

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*FIYS 122: Visual Art and Poetry*

The poet Horace once proclaimed that "as is painting, so is poetry" (ut pictura poesis). In context he was saying that, like paintings, some poems are interesting up close, others only from far away. But what happens when we consider the creative relationship between a poem inspired by and written about some form of visual art like sculpture, painting, sketching, architecture, etc.? Is the poem just a vivid description of the work of art (ekphrasis), or does the poet make conclusions about what is seen? While reading the poem, can you remake the object without physically seeing it? When viewed, what features are left out? What is emphasized? Many more questions follow. Yet, giving visual art a voice – its voice – via poetry is daring. Done well, it is captivating. By reading poems and viewing works from different eras and places, we explore an evolving relationship between poetry and the visual arts.

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*FIYS 123: Global Epidemics: From Aids to Zika*

What makes an infectious disease become an epidemic, such as the 2014 outbreak of Ebola in west Africa, or that of Zika in Brazil in 2015? Moreover, how did COVID, which appeared in 2019, so quickly become a pandemic? Why does it take so long for pharmaceutical companies to construct a vaccine that protects against disease-causing organisms? In this course, we explore the medical, biological, and molecular complexities of a variety of infectious diseases that plague the world, such as malaria, Dengue fever, and COVID. We study the viruses, bacteria, and parasites that cause the diseases, how they are transmitted, and the chemical and biological challenges of making and distributing vaccines in less developed countries. In addition to class discussions, writing assignments, and oral presentations, students investigate microbial morphology through a high-powered laboratory microscope—and even make bacterial art.

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*FIYS 124: Transatlantic Cinema*

(Transatlantic Cinema: Aesthetics of Resistance.) This course examines visual representations of resistance across a wide range of cultural contexts, from Africa to Europe to the Americas. Many of the forms of resistance that we explore in this class stem from questions of identity association and discrimination, whether historical, cultural, political or gender-based. Students learn to analyze film and other visual representations as forms of social engagement, seen through characters' strategies of resistance for societal and personal transformation.

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*FIYS 125: Special Needs in the Classroom*

(Public Policy: Special Needs Students in the Classroom.) The passage of the Individuals with Disabilities in Education Act (IDEA) in 1990 mandated a "free and appropriate education" to every child in the United States through the age of 18, regardless of disabilities. For the past 30 years, American schools have been required to provide support for medical conditions, learning differences, and other challenges to students who qualify. In this course, students learn how the law was created, how student supports are paid for, what regulations are in place to ensure family involvement in creating an Individual Education Plan (IEP), how mandates regarding the "least restrictive environment" possibly led to unintended and negative consequences, and how parents work with government officials on issues related to the IDEA. Students evaluate the effectiveness of the law, study the challenges in enforcing compliance (while the IDEA was enacted at the federal level, individual state boards of education are responsible for ensuring each school district complies), and contemplate legislative improvements for future special needs students.

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*FIYS 126: Mapping Chicago: How Space Matters*

This course explores how space matters to human well-being. We will consider theories about how space affects education, health and income in an urban environment, with specific application to the city of Chicago. Using

ArcGIS, a software system for managing geographic knowledge, students will learn to map and analyze relationships among socioeconomic, demographic, political and location variables. In individual projects, students will develop spatial analyses of such topics as education accessibility, income inequality, racial segregation, and crime. This course will focus on how spatial analysis can be used to enhance public policy. Students will also gain skill in data management and analysis. Knowledge of Excel is preferred, and additional training will be given in classes.

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*FIYS 127: Pandemic History: The Black Death*

Since early 2020, the Covid-19 pandemic has reminded the world of a harsh reality familiar to nearly everyone in premodern history: in a time without vaccines or robust public health interventions, virulent and novel pathogens and the pandemics they caused were frightening facts of life. Infectious diseases have shaped humankind since the late Neolithic era, but the Black Death (or, simply, "plague") of the mid-14th century was the most catastrophic pandemic in human history, in terms of the mortality rate of the populations it impacted. From the mid 1340s to the 1350s, the plague claimed the lives of nearly half of the people living in the affected areas of Africa, Asia, and Europe. This course takes an interdisciplinary approach to the study of the Black Death, while also discussing earlier (6th century) and later (19th-20th century) outbreaks of plague. We begin by establishing a baseline understanding of the causative factors, symptoms, spread, and treatments of plague. We then turn to the unique genomic and human history of this illness and its cultural, economic, environmental, religious, and political impact. We also explore multiple facets of the human response to these natural disasters which ranged from prayer and medical treatments to quarantines and scapegoating. In addition to addressing the history of the plague, this course offers a lens through which to view the current pandemic and future public health challenges.

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*FIYS 128: Robots & Brains: Fantasies & Facts*

Will computers ever become conscious? Will robots ever have the degree of sentience described in science fiction or shown in films? How does the human mind emerge from the workings of the human brain? How is our brain different from, and simultaneously similar to, the brains of other animals? How are the 'wet brains' of animals different from, and similar to, the 'dry brains' of computers? Readings will include introductory materials on the brain, on mind and consciousness, on science fiction stories about robots, on scholarly and popular articles from current work in neuroscience and artificial intelligence. The course will include films, computer simulations, guest lectures, and field trips, all related to brain, mind, robots, and artificial intelligence.

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*FIYS 129: Reading College*

No, that isn't a misprint. This is not a course on reading in college, though you're in college and we'll certainly be reading. This is a course on how to read and interpret college as an institution and concept: how it has been represented in literature, criticism, film, and popular culture and how these representations enhance, distort, and sometimes transform academia. Course texts will include novels, short stories, essays, criticism, films, TV shows, and archival materials that describe (and often criticize) the postsecondary academic experience in the United States. We'll examine these texts in light of our own personal experiences, with the goal of coming to a better understanding of college as an institution, our own aims and roles within that institution, and how we can inspire change within that institution and our society more broadly.

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*FIYS 130: The Science of Cooking*

Since 1992, the term molecular gastronomy has become part of understanding the world's cuisine. This course examines the chemistry and physics of cooking, and the physiology of taste and flavor. We explore such questions as what is the science behind making a foam or gel; how do you

prevent food bacteria from forming; and what does it mean to temper chocolate? The science of cooking includes the important works of Hervé This, Heston Blumenthal, Ferran Adria, José Andrés, and Grant Achatz, among others. We read their work and not only become familiar with the latest materials and methods of the world's most innovative cuisine, but also learn how these methods may be part of the solution to ending world hunger. We work with a chef to perform experiments to elucidate the theory we will be studying.

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*FIYS 131: Civil Disobedience/Pol Obligation*

(Civil Disobedience and Political Obligation.) Every society imposes rules upon its members; without such rules societies could not exist. In liberal societies individuals agree to constrain their behavior through a social contract. That is, individuals consent to their own rule by the majority. Social contracts are considered the most just methods of social organization, because members consent and because rights are traditionally preserved. Rule is maintained through a codified law, made known to all, with proscribed punishments for failure to obey. But sometimes the obligation to obey society conflicts with other obligations: to family, to God, to justice. These conflicts cause crises in both the individual and in society. Our course will explore these crises historically and theoretically. Antigone, the heroine of Sophocles' ancient Greek play, made the choice of obeying the religious commandments but in doing so violated the laws of the city. Socrates, on being condemned to death by Athens, was offered the opportunity to escape the city and save his life, but refused for it would mean breaking the laws of the city. When individuals commit civil disobedience, when they purposely and publicly break a law they feel to be immoral or unjust, how should society react? Is there a minimum of obligation that can be demanded? Can civil disobedience be justified? If so, can violence against the state also be justified? Our course explores these questions through traditional literature, such as the writings of Plato, Shakespeare, Locke, Thoreau, King, and Malcolm X.

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*FIYS 135: Watchmen and Society*

In 1986, Alan Moore and Dave Gibbons published *Watchmen*, a groundbreaking twelve-issue limited comics series that imagined an alternate history in which comic-book superheroes were real, while exploring the moral ambiguities of the vigilantism and messianic fantasies that characterize the genre. Three decades later, the television writer and producer Damon Lindelof created the *Watchmen* TV series for HBO, a kind of sequel to the original comic that re-centered the story on America's history of racist violence, beginning with a vivid recreation of the 1921 massacre of Black Americans in Tulsa, Oklahoma and moving into a story about racism and policing in 2019 Tulsa. Lindelof's widely acclaimed "remix" goes under the hood of Moore and Gibbons' original story to explore and ramify its complex themes, while placing an all-too-timely focus on issues of racialized violence. In this course, students read and discuss the original *Watchmen* with an eye to how Moore and Gibbons use the techniques unique to comics to tell their story; they then shift to watching and discussing the nine-episode series, examining the ways in which it deconstructs the already deconstructive original comic, reimagining its characters and situations to address the meanings of superheroes in the era of Black Lives Matter.

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*FIYS 136: Athena and Apollo*

Early in the *Iliad*, the half-sibling gods Apollo and Athena descend on the walls of Troy as vultures to watch staged, single combat. This spectacle of slaughter is often used to point out the gods' grim pleasure in abusing humans – their disguises as carrion birds being highly symbolic. Yet, both gods were revered for their influences on human lives and culture. Apollo, the dissolute god of oracles and disease, could reveal the future, then take it away. Athena, the chaste goddess of combat and intellect, was a skilled artisan, the advocate of cunning heroes and sophisticated city-states. Intriguingly, both gods were understood to be avatars of reason and justice. Yet, over millennia it will be Athena who widely comes to embody wisdom and reason, while Apollo comes to represent the fine arts, especially poetry and music. Why is this so? How did this happen? In this course, we dig into the seductive mythmaking surrounding each god and give account to the crude experience



of human ambition which co-opted and altered their myths to explain fraught historical realities.

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*FIYS 137: Demonology*

Demonology—the systematic study of demons and other nefarious spirits—is not usually taken seriously as an academic pursuit. Demons are often derided as mere superstitions and depicted as an underbelly of religious belief that is not appropriate for orthodox practice or polite conversation. This course takes a different approach, suggesting that demonology provides an important language for naming and discussing various forces in the world that we find harmful or dangerous, whether seen or unseen, human or nonhuman. Demons can therefore help people describe various personal and social threats, including disease, violence, greed, prejudice, mental illness, and death itself. Different traditions of demonology from around the world are considered, including examples from Buddhist, Christian, Hindu, Jain, Muslim, and Zoroastrian religious traditions, as well as the uses of demons in popular culture, critiques of capitalism, and contemporary political discourse.

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*FIYS 138: Art in Chicago*

While Chicago's extensive contributions to modern architecture are known throughout the world, it's been a critical center of visual art in all media since its earliest years. This course explores the rich and dynamic history of art-making in Chicago from before the Great Fire of 1871 to the present, as well as the city's role as a center for experimentation and learning in the visual arts. Throughout its history, Chicago has been home to an art community that has always charted its own path, free from the constraints of more commercial centers like New York, and in so doing has had great impact on visual art and our broader visual culture. The city itself is a critical resource for this class, as course content - in the form of readings, discussion, and various activities - is augmented by visits to diverse art institutions and meetings with influential art-makers.

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*FIYS 139: Stem & Soc: Power, Identity, Ethics*

(Stem and Society: Power, Identity, and Ethics.) This course looks at alternative ways of thinking about STEM (science, technology, engineering, and mathematics) education and the interconnections of STEM with society from a lens of identity, power, (in)equity, ethics, and justice. The course explores how, for example, bias and inequity are encoded in technological tools and platforms. We consider how, as perpetual consumers of data, we might interrogate data and claims based on data from a justice and equity lens. We ask questions such as: Do numbers speak for themselves? Is all science right or good? How can data account for multiple forms of knowledge and ways of knowing?

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*FIYS 140: Global Science Fiction*

Science fiction is more popular than ever: it is almost impossible nowadays to avoid superhero movie “universes,” while dystopian novels such as *The Handmaid’s Tale* - and their TV adaptations - are everywhere. This market seems to be dominated by Anglo-American science fiction, but Anglophones do not have a monopoly on this genre. How does science fiction from other regions and languages embrace and address its (multi-) cultural diversity, and how does it differ from Anglo-American science fiction? Is the experience of reading science fiction different because that work originated in another language and culture? This course explores these questions through texts and films from all over the world. Even if originally published in other languages, all texts will be available in English.

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*FIYS 142: Dostoevsky on Good and Evil*

Is a student who murders a wealthy old pawnbroker justified in his murder, if he uses her money for the common good? Can a novelist realistically

represent a purely good person, or would readers regard such a person as nothing more than an "idiot"? If the Devil visited one's bedroom, what would he look like and what conversation might he make? These are just a few of the fascinating questions prompted by Fyodor Dostoevsky's novels. This course will explore the evolution of Dostoevsky's literary and intellectual work leading up to his final novel of ideas, *The Brothers Karamazov*. We will focus on the genesis and development of that novel through Dostoevsky's contact with other novelists, such as Turgenev and Dickens. We will explore the novel against Dostoevsky's dramatic biographical and historical context. And we will examine the provocative philosophical, theological, political and aesthetic debates his novel broaches--debates that are as relevant today as they were in Dostoevsky's day.

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*FIYS 143: Public Art in Chicago*

This course is devoted to a first-hand examination of public art in Chicago and its suburbs, including mural painting and sculpture, among other genres. Using photographic documentation, background readings and research, lectures, group discussions, individual research-based and analytical writings, and select visits to see artwork, students gain insight into the factors involved in the rhetorical construction of cities through public art. The class tackles issues including: textual analysis, semiotic meaning, visual culture, the construction of public memory, and persuasive writing in an effort to gain practical academic skills while learning about an important facet of the rich cultural experience that Chicago holds for residents, commuters, and tourists.

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*FIYS 144: Sacred Spaces in Chicago*

What do high-steeple churches, personal shrines, pagan festivals, Japanese gardens, and Hindu temples have in common? All are examples of the creation, use, and maintenance of sacred spaces. Individuals and groups representing nearly every religious tradition employ specially designated buildings, grounds, and surrounding natural features. In this course we study several examples of sacred spaces, consider how they are formed, and why

they are used as they are. We ask questions about architecture and design, and also focus on the employment of the spaces. We look to the spiritual practices that take place inside them: everything from worship, ritual, and meditation to eating and drinking.

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*FIYS 145: Home: An American Idea*

Through literature, art, public policy, history, architecture and other disciplines, this course explores the idea and reality of home in America. Topics may include why military veterans and queer teenagers, in particular, lack housing; how home ownership cements a family's status as "middle-class;" the consequences of racial and ethnic restrictions on home ownership which impedes entry to that middle class; white homesteading in the American West and the displacement of indigenous people from their homes; the post-WWII housing boom; the growth of the American suburb and the consequential rise in urban and racial neighborhood poverty; the design of homes and their impact on familial relationships; how the recent pandemic turned homes into workplaces and schools. Students should expect some off-campus excursions.

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*FIYS 146: BFFs: Besties and Female Friendship*

(BFFs: "Besties" and Female Friendship.) "Besties" are found everywhere in contemporary fiction, television, and film. Usually placed behind romantic relationships, female friendship is now understood to be a powerful and even transformative dynamic, one that is central to female identity. Men and lovers take a back seat: A "Coldplay song plays in my heart" whenever Hannah Horvath sees her two closest friends in "Girls." Are BFFs taking over the usual unions of romantic or erotic love? How much are girlfriends the focus of these stories? In this course, we examine these contemporary representations of female friendship, from television programs such as "Girls" to the erotic and dangerous "besties" of Emma Cline's *The Girls*. Throughout, we discover the many sides of this complex, and contradictory, relationship.

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*FIYS 147: Government and Markets*

Why is the government involved in some aspects of our lives more than others? This question can be answered in many different ways, depending on one's theoretical background. Different economists would provide different analyses of the government's role, especially as it relates to business and markets. They would also base their arguments on fundamental economic theories. The primary goal of this course is to develop an understanding of economic markets and issues where governments have become important participants. Both in the United States and abroad, governments take an active role in the economics of education, the environment, health care, big business, poverty, and unemployment, among other issues. Although the course will be approached from an economic perspective, the topics relate to other fields of study as well, and particularly to the fields of politics and sociology.

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*FIYS 148: Fashion, Culture, and Communication*

Fashion is more than simply how we dress. Among other things, it is a means of personal expression, a reflection of an historical moment, and an international industry. In this course we explore what fashion means at various points in history by considering how the political and social climate of the time period produces expectations for what should/should not be worn, by whom, and for what purpose. The course therefore situates fashion in terms of both its production and consumption, exploring its role in relation to identity and body politics (race, gender, sexuality, class), art and status, nationhood and the global economy, and celebrity and popular culture.

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*FIYS 150: Entrepreneurship in Action*

Entrepreneurship involves more than merely starting a new business that addresses a problem worth solving or innovating within an existing organization; it is a life skill that contributes to success in any field. This course explores the history of entrepreneurship through case studies, articles, and other activities. Students investigate the evolution of entrepreneurial best practices and pitfalls throughout the years. We dissect recent successes and failures in the world of entrepreneurship, and examine the role of technology in the future of the field.

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*FIYS 152: The Politics of Population*

When you were born, you joined about 6 billion other humans on this planet, but by 2050, the world's population is expected to reach 9.7 billion. What are we going to do with everyone? In this course, we explore the intersections between population growth and its impact on security, economics, and the environment. We explore a range of national efforts to manage population growth, from China's infamous "One Child Policy" to measures implemented in Japan and Singapore to encourage childbearing. We investigate how the international community shifted from a population control approach to one that prioritizes reproductive health, with accompanying debates surrounding reproductive choice; whether imbalanced sex ratios in a society lead to increased violence, including sex trafficking; and how sustainable development goals inform demographic policies, with particular attention to the impact on both women worldwide and on citizens of the Global South.

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*FIYS 153: History Reversed; You to the World*

Usually, history courses start deep in the past, and move towards the present. In this class, we flip the script, and start with you, right here, right now, at Lake Forest College. By tracing our individual ancestries, we will situate our local lives at the College and in the city of Chicago within a global historical context. Using large-scale datasets and wide-ranging historical sources, we will

explore Chicago as a global city of immigrants and the Midwest as an ancient civilization of indigenous peoples. Rewinding from the present, the course will chart a global path back thousands of years to the origins of the human species in Africa. By investigating and debating how change happens over time, we will understand our own place in history.

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*FIYS 154: The Irish in Chicago*

This course places Irish history in context and examine the large-scale emigration from Ireland to the United States in the mid-19th century. It traces the destinations of the Irish as they settled in America and focuses primarily on those who came to Chicago. It researches where and how the Irish community lived in the city and surrounding areas. It examines how the Irish immigrants contended with the darker side of this new life through impoverished times and the rise of mob activity, and yet, how the cultural aspects of Irish life (among them sports, music, dance, art, crafts, literature, and theater) not only survived the transatlantic crossing, but thrived in their new home, and continue to be part of life for the Irish community in 21st-century Chicago.

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*FIYS 155: Chicago: Land of Hope*

In the half-century following World War I, millions of African Americans left the American South in the Great Migration. Settling in northern cities like Chicago, which many called the “Land of Hope,” black migrants dramatically reshaped American life and culture. This course explores the connections between that history of northward movement and African American cultural production and experiences. We do this through a special focus on Chicago, where the black population grew from just over 44,000 to more than 1.1 million. We read closely and contextualize a variety of texts, including novels, plays, photographs, maps, sociological surveys, oral histories, and correspondence. We examine the historical significance of these texts from a variety of disciplinary perspectives - including history, literary and film criticism, sociology, critical race studies, and cultural studies

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*FIYS 158: Women Onstage: Antigone to Beyoncé*

(Women Onstage: From Antigone to Beyoncé.) "One is not born, but rather becomes, a woman."—Simone deBeauvoir

Gender is learned—a collection of behaviors that we all learn to replicate through a kind of performance that happens on and offstage. In this course, we will think about how this understanding of gender plays out in performance spaces. We'll take a broad look at the ways women have been portrayed onstage in different kinds of theatrical performance, from plays to music. We'll look at how women have expressed themselves and addressed political issues through theatre and performance—and how their voices have, at times, been excluded. We'll look at the changing answers to the question—what is a woman?

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*FIYS 159: Theatre and Medicine*

This course investigates the intersections of art and science, from therapeutic applications of theatre and performance to plays about medicine. Such collaborations have produced interactive exhibits to teach audiences about neuroscience, used actors to help train doctors, and created plays to educate the public about medical issues. Students in this course read plays, watch performances, and participate in workshops with pioneers in the field of art therapy. Students consider how different kinds of knowledge inform and enrich each other, and they learn about the incredible discoveries that come about when artists and scientists work together. The course makes use of Chicago's vibrant theatre scene to see live plays and meet artists who explore these disciplinary intersections in their work.

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*FIYS 161: Narrative and Knowledge Production*

Telling stories is a fundamental part of being human. We share stories of our families, friends, and experiences. We examine religious texts, myths, folklore, and the media for insight into ourselves and others. We create, share, and explore internal narratives to better make sense of the world. However, the significance of storytelling is often undervalued in the world of academic knowledge production. In this class, we examine narrative and how it is used to offer legitimacy for our actions and beliefs. Moreover, we look closely at narrative's relationship to knowledge production and how narrative is interwoven with facets of identity, such as race, gender, sexuality, social class, and ability. We read critical, feminist, working class, and queer theory and examine how writers from nondominant identities use narrative to articulate their own complex position in relation to education and culture. This course demonstrates that stories are both ubiquitous and integral in knowledge production and that they can both subvert and reinforce the status quo.

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*FIYS 163: Independent Media in Chicago*

This course focuses on the role played by independent media in the contemporary cultural landscape. Students become familiar with the workings of different independent media, as represented by the workings of filmmakers, music venues, newspapers, zines, comic books, video games, and record labels that survive without direct connections to the large corporations that dominate the mass mediated culture in the U.S. At all times, readings concerning the role of the media in society contextualize the importance of the independent media. This class features several trips to the sites where these media outlets operate, with likely visits to: Quimby's Queer Store, The Hideout, Kartemquin Films, and The Chicago Reader. Paper assignments find students applying these experiences to the broader meanings of independent media. Students get a first-hand look at what the production of culture looks like in the context of independent media in Chicago.

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*FIYS 164: Archaeology of Chicago*

This course introduces the discipline of archaeology by exploring the city of Chicago, using it to discuss and to engage with the social complexity found in the urban U.S. Archaeology, a disciplinary subfield of anthropology, considers the material traces of human behaviors. Historical archaeological research looks at the complex interrelation of materiality with the documentary record, revealing everyday experiences and social relations and can challenge dominant narratives. Through the lens of archaeology, including recent AI-aided technologies for data visualization and reconstruction, we explore Chicago as a key site within a precontact trail system, its place as a multicultural fur trade entrepôt, the attention from the 1893 World's Columbian Exposition, and its current preeminence as a global city. Readings cover foundational concepts in archaeology; an introduction to historical archaeology; historical background on Chicago; and recent examples of analysis, interpretation, and broader dissemination through AI-aided technologies.

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*FIYS 165: Theater in Chicago*

The Chicago theater scene is internationally acknowledged to be the greatest in the U.S. In this course, you will have the opportunity to read, discuss, write about, and perform scenes from classic and modern plays, which you will see produced at a wide variety of Chicago theaters, ranging from small storefront companies to such institutions as the world-famous Goodman, Steppenwolf, and Chicago Shakespeare theaters. You will not only see the shows but you will also meet with some of the artists involved in the productions, both in the classroom and after the performances themselves, to talk about their work. This course requires participation in some evening and/or weekend field trips or events, so consider your other commitments (such as off-campus employment or a fall/winter sports participation) as you identify courses of interest to you. Note: The plays we read and attend will be dependent upon range of genres, ticket availability, scheduling, and ticket cost. A lab fee of \$150 will be charged to your tuition account for this course to defray ticket and transportation costs.

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*FIYS 166: The Uses and Misuses of Psychology*

Science can be a powerful tool to transform society, but the applications of scientific knowledge can result in either beneficial or detrimental outcomes, regardless of scientists' intentions. This course examines the societal ramifications, both real and imagined, of landmark discoveries from the field of psychology. For example, the work of B.F. Skinner greatly increased our understanding of how both animal and human behavior can be shaped through interactions with the environment, but these same principles of operant conditioning have been used by the U.S. military to produce soldiers who are more effective at killing in combat. We consider social, cultural, political, financial, and historical contexts as influential moderators of both science itself as well as the ends for which it is used. Readings include a mix of scholarly literature, popular sources, and works of fiction.

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*FIYS 167: Baseball in Chicago*

What does the study of baseball tell us about life in Chicago? In this course, we will examine this question from a variety of perspectives. We will explore both the history of baseball in Chicago as well its contemporary influences on civic and cultural life. Drawing on their field trips to both Wrigley Field (Cubs) and U.S. Cellular Field (White Sox), students will consider how the two different stadiums and fan bases help to illuminate some of Chicago's geographic, racial, and class-based divides. We will also examine the current political and economic controversies surrounding the renovation of Wrigley Field. In this interdisciplinary course, students will see how a variety of academic disciplines, including history, sociology, anthropology, economics, politics, and religion, illuminates our understanding of America's national pastime.

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*FIYS 168: Free Speech on Campus*

On college campuses like our own, there can be a tension between the values of free speech and open inquiry on one hand, and the need to create an

inclusive and comfortable environment for all community members, on the other. In this course, we examine this potential tension by critically interrogating and questioning various recent examples where such conflicts developed. In particular, we focus on examples where there were calls to limit and/or ban the use of certain phrases/images/texts/arguments. Throughout our pursuit of this matter, our aim is to model how to discuss sensitive political matters with civility and empathy, and how to discuss charged topics while being thoughtful.

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*FIYS 169: Recreational Mathematics*

Puzzles, paradoxes, and brain teasers have inspired many young people to pursue careers in science, and more than one achievement in mathematics has emerged from the desire to solve difficult puzzles. In this course we will examine many famous (and not-so-famous) puzzles, and explore famous games such as Sudoku, tic-tac-toe, and monopoly, to gain insight into all manner of phenomena. To guide us in our mathematical diversions, we will read essays by Martin Gardner, Ian Stewart, Peter Winkler, Terence Tao, and other popular mathematics writers. In addition, we will view documentaries and conduct group discussions to explore multiple aspects of mathematics.

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*FIYS 170: Representation, Political & Personal*

The first year of college is an opportunity to consider what sociologist Erving Goffman called the “presentation of self,” or the ways that individuals try to make a favorable impression upon others. This course employs an interdisciplinary approach, with a bit of sociology, a bit of psychology, and a lot of political science, to investigate the ways in which people seek, as Dale Carnegie put it, to “win friends and influence people.” Many case studies are drawn from the interactions between politicians and the voters whose support they hope to win; after all, few individuals spend more time thinking rigorously about their presentation of self than elected officials and their staffers. We use examples from national politics, but also take field trips to meet with and observe elected officials around the North Shore and in Chicago. We

investigate the art of political representation and how elected officials seek to win constituents' trust, as well as the possibilities of personal "re-representation" that first-year students engage in when they arrive in this new college environment.

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*FIYS 171: My Brain Made Me Do It*

(My Brain Made Me Do It: Neuroscientific Challenges to Free Will.) We assume that people have free will. If someone decided to take this course, for instance, we would assume that they chose to take it freely. And if someone did something immoral like steal, we would think that they acted freely and that they should be held morally responsible for their actions as a result. While we may take free will for granted, many neuroscientists and philosophers claim that recent neuroscientific evidence offers new challenges to it. If, for example, our brains show patterns of activity that suggest we will make a particular decision before we are conscious of making it, did we decide freely or was our decision pre-determined? We explore these new challenges to free will and moral responsibility and the important moral puzzles that follow from them. For instance, should someone who commits assault - potentially due to the effects of an undiagnosed brain tumor - be imprisoned for that crime? In the course, students develop their analytic writing skills by clearly representing the arguments of the authors who present these new challenges and then by developing their own responses to them.

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*FIYS 173: Am I a "Normal" Kid?*

(Am I a "Normal" Kid? Analyzing Messages of Power and Cultural Hegemony in Youth Texts.) Every type of text that young people encounter, from books and cartoons to songs, movies, and magazines, contains underlying messages about what is deemed "normal," valued, and expected in our society. Such texts reflect the worldviews of dominant cultural groups (i.e., white, middle class, heteronormative), which serve to legitimize these views and minimize and oppress the norms and values of non-dominant groups. This course addresses issues of culture, power, oppression, and social

justice; critical literacy theories. such as critical race theory and queer theory; and content/text analysis research methods. Students analyze a variety of texts aimed at youth such as advertisements, songs, and fiction books to study how the texts indirectly send messages about what is “normal” in our society and how they perpetuate the systemic marginalization of non-dominant cultural groups. Students also read scholarly works about cultural hegemony and critical literacy to inform their analysis of the youth texts.

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*FIYS 174: Chicago's Museums*

Chicago's renowned museums and exhibition spaces make it a destination for culture lovers the world over. From the Field and DuSable Museums to Hull House and the Art Institute, Chicago is home to a vast array of cultural, historical, and scientific repositories whose holdings include some of the greatest artifacts of human endeavor, contributing immensely to the city's identity. This course introduces students to some of these museums, with an emphasis on art institutions, while also examining their historic and current roles in the life of the city. Topics include the management, collections, curation, audience, programming, and architecture of these institutions. One museum will be selected for in-depth investigation. Working individually and in small groups, students will research its various functions and present their findings to the class. Because of conflicts with field trips, fall and winter athletes should not register for this course.

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*FIYS 175: Frankenstein: Myth of the Monstrous*

It's alive! This course will take Mary Shelley's novel *Frankenstein; or, The Modern Prometheus*, first published in 1818, as its jumping-off point for a semester's exploration of this uncannily persistent tale of horror, now a byword for the dark side of science and modernity. Shelley's novel gives us so much - the archetypes of mad scientist and monster, inquiries into the origins of evil and nature versus nurture, questions about gender, sexuality, class, and race - that we could easily spend the whole semester studying the novel and the gothic culture that it emerged from. But we will also look at film

adaptations, read plays, stories, and poems on the theme of the monstrous, and consider contemporary "Frankensteins," from atomic energy to drag queens to genetically engineered corn. This writing-intensive course will keep literature at its center but will also, as the above suggests, take turns into cultural studies and other disciplines.

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*FIYS 177: Black Activism in Chicago*

("You Can't Jail the Revolution:" Black Activism in Chicago.) Since its original non-native settlement in 1780 by Jean Baptiste Pointe DuSable, a Black man of Haitian descent, Chicago has been a space for Black people to make their presence felt. This visibility has often come with struggle and strife. From Ida B. Wells to Fred Hampton to Camesha Jones, Black women and men in Chicago have claimed space and freedom despite the institutions working against them. This course will look at the history of Black activism in the city, using a variety of sources, including newspaper articles, speeches, autobiographies, interviews, documentaries, and films. This course will also utilize our proximity to Chicago and engage in field trips to witness Black activism in Chicago in action. We will investigate what it means to be an activist, what issues are important to Black activists in and around the city, what strategies Black activists have used over time, and what the costs of activism are.

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*FIYS 178: Politics in Film, Politics of Film*

In this course, we discuss political questions as presented in American and foreign films, both classic (*Dr. Strangelove* [UK, 1964], *The Cranes are Flying* [USSR, 1957]) and modern (*Thank You for Smoking* [USA, 2005], *Parasite* [South Korea, 2020], *The Lives of Others* [Germany, 2006], *I Saw the Sun* [Turkey, 2009]). We focus on five major themes: democracy and dictatorships, migration and citizenship, capitalism and inequality, social movements and revolutions, and international conflicts and wars. We investigate how and why these issues are depicted in films in different ways, depending on where and when the film was produced. Students discuss the appeal of political films as

entertainment; they also read political science scholarship that critically examines political issues raised in films. Films thus serve, in this course, as the medium through which to examine how and why political problems emerge and are resolved. We also ponder the question: do films shape the way we think about politics or does politics shape the way we view films?

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*FIYS 179: Bob Dylan: Music and Text*

Musician, Poet, Social Activist, Reluctant Celebrity, Nobel Prize Winner – these are just some of the roles that Bob Dylan has played over the past 60 years. During that time, he has exerted an outsized influence on popular culture. This course explores Bob Dylan’s songs with a detailed look at their musical and lyrical content. We examine his musical influences, especially his relationship to Woody Guthrie, and his poetic inspiration, including Rimbaud, Petrarch, and Whitman. We also examine the numerous cover versions of his songs by musicians such as Jimi Hendrix, Adele, The Byrds, Garth Brooks, and others. No previous musical experience is required, only a desire to both listen and read critically.

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*FIYS 180: Philosophy of Humans and Animals*

Western philosophers since Aristotle - at least - have claimed that human beings, as a species and alone among species, are capable of complex reasoning. The seventeenth-century French philosopher Descartes, famously, denied that non-human animals have minds or could think, claiming that they are essentially robots. From these kinds of premises, philosophers have inferred a wide range of ethical and religious claims, e.g., it is ethically permissible to eat non-human animals. Alternative claims, however, have just as long a history. In this course, we will read and discuss an array of philosophical opinions on the similarities and differences between humans and other animals, and the practices of industrial farming, training animals to work or entertain, building and patronizing zoos, animal experimentation, and other controversial topics. This course requires participation in some evening and/or weekend field trips or events, so consider your other commitments



(such as off-campus employment or a fall/winter sports participation) as you identify courses of interest to you.

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*FIYS 182: Borders and Boundaries*

This is an uncontroversial claim: nouns are persons, places, things, and ideas. Yet, the precise lines separating a person, place, or thing—and thus delineating their purpose and nature—are more complex. Consider, for example, the type of existence that a historical artifact has in a museum. Labeled and placed within a glass case, it becomes an object of study and observation. However, in its original deployment, it may have been a tool to complete a task, a document that communicated information, or a good exchanged in trade. Whether as an object in a museum or as a thing in a world, its very being emerges from an intricate web of relations. What we determine the object to be is very much affected by where we find it. In different ways, the boundaries surrounding persons, groups (such as a group of citizens of a nation), and places also have hidden intricacies. This course is a study of these limits and the way that their openness or rigidity affects many features of the human and natural world. We study philosophical sources from ancient India, the United States, and Europe, alongside material from the disciplines of history, robotics, film, and literature. Moreover, students engage with case studies of boundaries claimed within the city of Chicago, the nation of the US, and groups around the world.

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*FIYS 183: Law, Literature and Logic*

A lawyer arguing a case tries to shape that case into a coherent, persuasive story: a dry recitation of facts and law is not enough. So, law is a literary - a story-telling - enterprise. And a dramatic one: fiction writers and filmmakers use crimes, investigations, court proceedings, and punishments to generate interest in their works. And yet, we still tend to think of literary flourishes as deceptive - after all, one meaning of “to tell a story” is “to tell a lie.” Legal reasoning, moreover, often seems arcane or merely manipulative, aimed more at obscuring the truth than revealing it. In this course we look into the

complex and often bewildering interplay among law, literature, and logic, with the hope of illuminating all three - and with the hope of improving your writing skills, your reasoning skills, your rhetorical skills, and your argumentative skills.

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*FIYS 184: Why College? A Chicago Story*

Why go to college? Over time, students, families, teachers, employers, and politicians have answered this question in very different ways. In this course, we will explore the changing meaning and realities of college-going in Chicagoland from the 18th to the 21st centuries: from classical finishing school for white clergymen, to teacher-training for new cohorts of women and African Americans, to socialization into a radical youth culture, to "human capital" investment for a knowledge economy. We'll use a range of historical and contemporary sources to answer the questions: Why go to college? Who gets to go to college? Why is college so expensive? Through discussions, debates, and written reflection, we will dig into the past struggles and policy decisions that shape what college means for you here at Lake Forest College today.

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*FIYS 185: Graphic Medicine*

This course examines the visual aspects of the practice of medicine by focusing on medical comics and graphic novels collectively known as graphic medicine. During our semester, we study how visuals support medical diagnoses, assist in communication between doctor and patient, and record experiences of illness via medical staff, patients, and caregivers. To have the clearest understanding of what is at stake in our study, we also make our own visuals and comics that respond to and use both primary and secondary sources. All told, we gain insight into some of the most important themes in contemporary graphic medicine. (Great artistic ability is not required in this course, but a commitment to sketching, drawing, and doodling is.)

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*FIYS 186: Free Speech*

Undoubtedly, one of the most important rights that citizens in liberal democracies possess is the right to freely express themselves without fear of governmental sanction. However, while it may be easy to defend the right of free speech in the abstract, when faced with particular utterances that offend, shock, and/or harm, many of us will defend certain limitations on speech as morally appropriate or politically necessary. This course will be an examination of when, if ever, it is appropriate to restrict speech. Is there an absolute right to free speech? If so, does it only apply in certain public settings? And is the notion of "hate speech" a coherent idea? We will examine such questions (and many others) through a rigorous examination of iconic Supreme Court cases, classic works in political philosophy, and contemporary debates in politics, sociology, and psychology.

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*FIYS 187: Religion in Gilded Age Chicago*

Students in this course will study the history and context of religion in Chicago at the turn of the century, roughly 1870-1930. We will examine pivotal events in the shaping of Chicago's religious communities, including religious immigration and the building of the city's major churches and synagogues, the World's Parliament of Religions in 1894, the rise of faith healer and self-proclaimed prophet John Dowie, the arrival of the Baha'i movement, and new occult and metaphysical movements. In addition to written histories, this course makes use of field trips and historical archival material. This course requires participation in some evening and/or weekend field trips or events, so consider your other commitments (such as off-campus employment or a fall/winter sports participation) as you identify courses of interest to you.

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*FIYS 188: Fantasy Fiction of the Inklings*

(Tolkien, Lewis, and the Literature of the Inklings.) Bilbo Baggins, Gollum, and Smaug. Mr. Tumnus and the White Witch. Sound familiar? If you thought you'd left those familiar fantasy figures behind with your childhood reading,

think again. This seminar will revisit the delightful fantasy worlds of Middle-Earth, Narnia, and other imagined places by examining the rich literary legacy of Tolkien, Lewis, Williams, and Barfield—a group of British writers known as the "Inklings," who were pioneers of twentieth-century fantasy fiction. This course will involve close reading of major fiction and nonfiction by these authors (and their influential precursors) as well as opportunity to discuss the fascinating biographical, historical, theological, and aesthetic context of their works. The seminar will pay especial attention to the Inklings' intellectual and artistic indebtedness to the medieval past, to their discourses about religion, politics, and ethics, and to the way their fiction refracts major twentieth-century events, particularly World Wars I and II.

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*FIYS 189: Digital Dawn: Hum, Cyberspace & AI*

(Digital Dawn: Humanity, Cyberspace, and the Rise of Artificial Intelligence)  
This course explores the development of cyberspace, the migration of human activity to its digital platforms, and the emergence of Artificial Intelligence (AI) as the "first intelligent creations" that reside entirely in a digital space. We will explore new and pressing questions about human identity and the necessary responses caused by AI's rapid advancement. The course will tackle the complexities arising from AI's growing influence in the real world, including a range of emerging issues, regulatory concerns, and policy-making challenges. We will trace the historical trajectory of generative AI, from its science fiction roots to its connections to remix culture and social media. We will explore everything from advanced deep learning technologies to the creation of AI-generated content and the development of AI as a potential companion for humans. We will highlight the ethical challenges posed by these technologies, with emphasis on equal access to computational resources and inherent biases in AI datasets.

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*FIYS 190: TikTok, Friend or Foe?*

(TikTok, Friend or Foe? Understanding Your Social Media Footprint)  
Facebook and Tumblr were all the rage in the mid 2010s. Today, it's TikTok,

YouTube, Instagram, and Snapchat. Tomorrow, who knows? Just as fast as internet and social media platforms change, so too does our relationship with this technology. Are you as dependent on it as you were in high school? Can your mood change for the better after two minutes on your smartphone? Are you tagged on photos that could be embarrassing if seen by the wrong person? In this course, we examine your social media presence and use from a psychological, social, and ethical/professional perspective. We study the rise of the internet in the 2000s, the effects it has had on teenagers and young adults of intersecting identities, and how we carry those impacts into adulthood. We read about young professionals whose social media footprints have negatively impacted careers or relationships. We try to figure out what it means to make sure our use of social media and the internet is healthy and productive.

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*FIYS 191: Voices of Leadership*

“Voices of Leadership” invites students on a journey through perspectives of leadership ranging from mythic tales of an ancient Botswanan village to reports from leaders and thinkers from the contemporary United States. Students examine topics such as diverse leadership styles, the intersection of ethics and power, and the ethical and human challenges facing today’s emerging leaders in the age of artificial intelligence (including questions of data bias social impact). The seminar fosters critical thinking and nuanced understanding of leadership in different contexts, encouraging students to engage with the material both in individual assignments and group activities. Students develop their own leadership voices, equipped to apply their insights in their own lives.

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*FIYS 192: Public Policy & Law: Police Reform*

The murder of George Floyd sparked nationwide protests questioning the legitimacy of America's policing tactics. Visceral images of police brutality spurred rallying cries to "defund the police" and hold officers and departments accountable, as some Americans pushed for a reevaluation of traditional

policing systems deemed ill-equipped to deal with the multifaceted issues endemic in criminal behavior, including addiction, mental illness, poverty, and racism. And yet, the vast majority of policing remains unchanged; notably, voters in Minneapolis, the site of Floyd’s murder, rejected proposals to reallocate police funds, and courts have repeatedly rejected cases that would end qualified immunity defenses for law enforcement. Through a legal lens focusing on legal case studies and media literacy, and through discussions with legal and police experts, this course will evaluate the policy issues and arguments at the heart of policing reforms and consider how effective public policy could bring about meaningful reform.

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*FIYS 193: Mathematics & the Theater*

What do the arts contribute to mathematics? How does STEM find a home in the theater? In this course, we investigate the value that each of these domains brings to the other, the overlap between them, and the blank spaces waiting to be filled by the next generation of artists and mathematicians. Students read plays and watch performances incorporating mathematical concepts and history, meet with professionals whose work exists at the intersections of arts and science, and learn how artists can help us make sense of scientific data – and vice versa. In addition, the course will explore Artificial Intelligence and the theater, with emphasis on “algorithmic theater” and large language models such as ChatGPT.

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*FIYS 194: Peace Studies*

This course explores the interdisciplinary field of scholarly inquiry and advocacy known as Peace Studies, which seeks paths to end violent conflict and build ethical and harmonious interpersonal, societal, and global relationships. The course considers a range of peace-related topics, including peace concepts and disputes, peace networks, trends in violence, and gender and security. Much of this course focuses on the peace advocacy of one of Chicago’s most famous social activists, Jane Addams (1860-1935). Best known for her settlement work with poor immigrants in Chicago, Addams

believed that pacifism would benefit marginalized populations, from poor immigrants in Chicago's 19th Ward to industrial workers and farmers across the United States. She passionately opposed World War I, believing strongly that people from different nations and cultures were capable of interacting peacefully to advance their shared interests, and that it was necessary to form international institutions that would resolve disputes diplomatically and ensure lasting international peace, security, prosperity, and justice.

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*FIYS 195: Governing the Global Climate*

(Public Policy: Governing the Global Climate.) In this seminar, students investigate the politics and policy making of on-going efforts to establish and manage a system of global climate governance. The emission of greenhouse gases associated with industrialization has steadily increased global temperatures over the past 150 years. If emissions are not reduced dramatically over the next decade or so, climate scientists have concluded that the environment will experience major and irreversible damage that threatens life on earth as we know it. For decades, countries and other international actors have been striving to build a governance system for the global climate, one that allows for the adaptation to climate change and the mitigation of its effects - and that urgently steers the world toward a post-carbon, renewable energy future. Students use concepts and models drawn from the academic disciplines of political science, economics, and public policy to study the polycentric system of global climate governance that has emerged since the late 1980s. As a major contributor to climate change and a leading global actor, the United States has a critical role to play in determining the development and effectiveness of global climate governance. Consequently, students also study how American domestic politics has shaped the United States' climate policy at home and abroad.

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*FIYS 196: American Playwrights in Chicago*

Chicago is home to a vivid and diverse theater scene that includes everything from tiny stages in the back rooms of bars to glitzy Broadway-style

productions. This course examines a selection of American-authored plays from the Chicago season as the materials for an introduction to literary studies. As such, the course considers the plays we see and read as an occasion to develop skills in critical thinking, research, and writing. A secondary objective is to connect the various plays to particular moments or themes in American history and culture. We proceed from the acquisition of a simple critical vocabulary for describing a play's form and content, through character study, to more complex questions of the director's decisions in taking a play from the page to the stage.

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*FIYS 197: Tools of Science, Mysteries of Art*

How are forged works of art detected? Conversely, how is the authenticity of cultural heritage material determined? How do museums identify colorants and use them to date artwork? Can the identification of dyes and pigments help decipher trade routes? Scientists have developed tools to help answer these and other questions posed by curators, art historians, and collectors. In this course, students learn about the scientific tools used to study cultural heritage materials, including carbon dating, infrared spectroscopy, mass spectrometry, and surface-enhanced Raman spectroscopy. Students read introductory material, newspaper articles, scholarly articles, and case studies to examine how scientific tools have been used to decipher an artist's intent, date works of art, identify trade routes, authenticate artwork, and discover forgeries. This course includes a field trip to the Art Institute of Chicago.

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*FIYS 198: Criminal Justice in Chicago*

In Criminal Justice in Chicago, we will analyze historical and contemporary Chicago criminal cases to consider how criminal justice is doled out in the Second City. We will focus on the seemingly disparate cases of four Chicagoans: Nathan Leopold and Richard Loeb, notorious jazz-age murderers, legendary R & B artist R Kelly, and Chicago Police Officer Jason Van Dyke, convicted in the murder of 17-year-old Laquan McDonald. Despite the differences in the defendants, nature of crimes, backgrounds, and



outcomes of these cases, we will examine some of the common themes surrounding their cases to gain a better understanding of how high-profile criminal justice cases are handled in Chicago. We will also draw distinctions between such high-profile cases and more routine violent crime cases charged and tried in Chicago. This class will include classroom visits by professionals from a variety of fields (e.g., legal, media) with personal ties to the cases.

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*FIYS 199: The Past and Future of a Plague*

This course takes an interdisciplinary approach to the study of a disease that has afflicted humanity for its entire history: tuberculosis (TB). We begin by establishing a baseline understanding of the etiology, epidemiology, symptoms, and treatments (past and present) of tuberculosis. We then turn to the unique history of this illness and its cultural, economic, and political impact. TB may be the only epidemic disease closely equated with glamor and genius: idealized in the nineteenth century as a "beautiful death," TB influenced understanding of beauty, fashion, and the creative process. The reality of TB, however, is that of a terrible disease that particularly ravages marginalized groups, including the poor, industrial laborers, sex workers, migrants, the unhoused, and indigenous or enslaved peoples in European colonial empires. Our study of TB thus illuminates the intersection of disease with systems of oppression based on race, class, and gender. The course concludes with an examination of the recent history and possible futures of TB, including its deadly confluence with HIV/AIDS and the evolution of multi-drug resistant strains of the bacterium.

# Gender, Sexuality, and Women's Studies

## Faculty

*Elizabeth Benacka*

Associate Professor of Communication  
Chair of Gender, Sexuality, and Women's Studies

*Amanda J. Felkey*

Professor of Economics and Business

*Anya Golovkova*

Assistant Professor of Religion

*Cristina Groeger*

Associate Professor of History

*Linda Horwitz*

Professor of Communication

*Susan Long*

Associate Professor of Psychology

*Janet McCracken*

Professor of Philosophy

*Minor in Gender, Sexuality, and Women's Studies*

No major is currently available. Courses taken Pass-NoPass may count towards the minor in Gender, Sexuality and Women's Studies, as long as the

grade originally earned in the class is “C-” or better.

*Requirements for the Minor:*

At least 6 credits

- Gender, Sexuality, and Women’s Studies 110: Introduction to Women’s and Gender Studies
- 5 additional courses chosen from a list of approved courses – no more than 2 courses may come from the same department and at least 1 course must be at 300-level or above.
  - African American Studies 305: Women and Gender in Hip Hop
  - Art History 325: Women, Art, and Society
  - Art History 326: Gender, Identity, and Modern Art
  - Art History 380: Renaissance Art and Domesticity
  - Chemistry 104: Chemistry of Health and Reproduction
  - Communication 283: Race, Class, Gender, and the Media
  - Communication 370: Feminism and Pop Culture
  - Communication 382: Women’s Rhetoric and the Feminist Critique
  - Education 346: Africa in Films: Gender, Education, and Development
  - English 225: Women and Literature
  - English 267: BFFs: Female Friendship in the Time of Girls
  - English 336: British Women Writers
  - English 351: Gender and Literature
  - English 403: Emily Dickinson

- Entrepreneurship & Innovation 340: Inclusive Innovation
- Ethics Center 252: Dialogue: Gender Identity (0.50 credits)
- French 265: Feminist Voices of the Francophone World (taught in English)
- History 275: Black Her-Story
- History 282: The Pre-Modern Body
- History 288: Women in Modern History
- History 338: Literature and Society in Russia
- History 364: Topics in Gender and History
- Literatures and Cultures in Translation 224: Decoding the Feminine: 'Artificial' Intelligence, Robots, and Gender
- Philosophy 200: Philosophy and Gender
- Philosophy 265: Philosophy of Love and Emotion
- Philosophy 301: Romantic Comedies and Philosophy of Love
- Philosophy 365: Race, Gender & Sexual Orientation
- Politics 213: Women, Institutions, and Politics
- Politics 223: LGBTQ Politics
- Politics 238: Jane Addams
- Politics 251: Family Structure and Political Theory
- Politics 344: Gender and Sexuality in International Relations
- Psychology 206: Human Sexuality
- Psychology 210: Developmental Psychology: Childhood and Adolescence
- Psychology 211: Adulthood and Aging
- Psychology 340: Psychology of Sex and Gender
- Religion 226: Religion and Gender in South Asia

- Religion 275: Female Religious Images in the West
- Religion 276: Female Religious Images in Asia
- Sociology & Anthropology 253: Family and Kinship
- Sociology & Anthropology 280: Gender, Culture, and Society
- Sociology & Anthropology 285: Sexuality and Society
- Sociology & Anthropology 362: Love in a Time of Capitalism
- Sociology & Anthropology 372: Queer Theory
- Spanish 237: Identity and Memory in Contemporary Spanish Film
- Spanish 375: Queer Iberia: Activism, Identities, and Origins
- Spanish 340: Feminist Voices in Spanish Literature and Culture
- Spanish 400: Women's Voices in Latin America
- Gender, Sexuality, and Women's Studies 207: Food, Fat and Culture
- Gender, Sexuality, and Women's Studies 228: Women Writing Women
- Gender, Sexuality, and Women's Studies 300: Feminist Controversies
- an internship or independent research project may count for one of the courses

## **Learning Outcomes**

The expected Student Learning Outcomes for the Gender, Sexuality and Women's Studies Program are:

1. Students in Gender, Sexuality and Women's Studies courses will be able to demonstrate an understanding of key scholarship on gender and sexuality.

2. Students in Gender, Sexuality and Women's Studies will be able to identify and apply key works of scholarship on gender and sexuality to other academic areas in order to facilitate interdisciplinary analysis, evaluation and/or interpretation of cultural texts or practices.
3. Students in Gender, Sexuality and Women's Studies will be able to demonstrate how concepts related to gender and sexuality function analytically to inform their critical thinking about cultural norms and practices.

These outcomes will be assessed through an evaluation of writing assignments produced in GSWS courses.

### **Gender, Sexuality, and Women's Studies Courses**

#### *GSWS 104: Chem of Health and Reproduction*

(Chemistry of Human Health and Reproduction.) This course focuses on biochemical processes related to human health and reproduction. It introduces concepts necessary to understand how the structure and function of naturally occurring small molecules and pharmaceuticals modulate biological processes - with an emphasis on human health and reproduction. Topics include introduction to organic chemical structures, chemical reactivity, structure and function of proteins, hormones, birth control, fertility treatments, and hormone replacement therapy. Additional topics may include anti-depressants, painkillers, and antibiotics. No prerequisites. (This course satisfies Natural Science.)  
cross listed: CHEM 104

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#### *GSWS 110: Intro to Women's/Gender Studies*

This course is an introduction to the study of gender and sexuality in the United States. Topics may include intersectional feminisms, politics, mass media, sexual violence, reproductive rights, masculinity and femininity, transgender and non-binary issues, work, and family. No prerequisites. (This course satisfies Domestic Pluralism and Writing Intensive.)

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*GSWS 200: Philosophy & Gender*

What is gender? Is it the same as one's sex? Is it inborn or learned? In this course, we'll investigate these questions, as well as how gender differences do or ought to change our theories of human existence and human good. A comparison of classical, modern, and postmodern treatments of the effect of gender on love, knowledge, and ethical obligation. Reading may include Plato, Aristotle, Rousseau, Mary Shelley, Freud, de Beauvoir, and Irigaray. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: PHIL 200

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*GSWS 206: Human Sexuality*

This course focuses on psychological aspects of human sexuality, including the sexual response cycle, intimate relationships, sexual orientations and identities, and sexual health and disease. The course aims to familiarize students with methods used in scientific research on sexuality, to encourage them to think critically about sexual issues, to help them develop a better understanding of sexual diversity, and to enable them to become responsible sexual decision makers. Prerequisite: Sophomore standing required. PSYC 110 recommended. (This course satisfies Social Science.)  
cross listed: PSYC 206

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*GSWS 208: Tpcs: Africana Women's Relg Exprnce*

(Spring 2019 Topic: Africana Women's Religious Experience.) New  
Description: This course explores the multidimensional religious experiences of Africana women, specifically Black women throughout the Americas, Africa, and the Caribbean, as they attempt to define and realize a sacred self across diverse periods and contexts. We give attention to the voices of Africana women in history and literature, film, performance, sacred speech and music

to examine the ways religion has empowered and disempowered Black women in their individual and collective lives. Prerequisite: One course in either GSWS or AFAM. .

cross listed: RELG 200, AFAM 208

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*GSWS 210: Developmental Psychology*

An examination of the principles of development with an emphasis on interpretation of empirical studies and theories. We stress the ongoing interplay of biological and environmental forces as influences on development; place development in a broad context of culture, class, and history; view children and adolescents as active shapers of their environment; emphasize both continuity and the capacity for change; and consider implications of developmental psychology for educators, practitioners, parents and policymakers. Prerequisite: Psychology 110. (This course satisfies Social Science.)

cross listed: PSYC 210

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*GSWS 211: Adulthood & Aging*

Examination of developmental processes associated with adulthood, maturity, and aging. Examination of evidence for continued development throughout the life span. Evidence from a variety of sources is used in examining the person in terms of physical, psychological, social, and cultural influences on development. Prerequisite: Psychology 110. (This course satisfies Social Science.)

cross listed: PSYC 211

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*GSWS 213: Women, Institutions, and Politics*

This course focuses on women's presence in politics. The number of women in positions of power in legislatures and beyond has increased in recent years. As these numbers grow, the career longevity of women in politics is not growing accordingly. Most women end their careers after a single period in the legislature or other offices. Women, it seems, are becoming the constant newcomers. This course hence puts particular emphasis in understanding the barriers women face in gaining access and maintaining their presence in positions of political power in public and private institutions in the American and global contexts. No prerequisites. (This course satisfies Social Science and Global Perspective.)  
cross listed: POLS 213

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*GSWS 224: A.I., Robots, and Gender*

(Decoding the Feminine: 'Artificial' Intelligence, Robots, and Gender) With recent A.I. progress (artificial intelligence or machine learning) and technological advancements, the gap between reality and fiction has shrunk significantly; yet, from Villiers de l'Isle-Adam's *Future Eve* (1886) to Alex Garland's *Ex Machina* (2014), A.I and robots have long been represented in literature and films as women. Does science fiction only dream of female A.I. and robots? Why? This course analyzes how global literature and cinema have imagined the future of technology and the intersectionality of A.I., robots, and gender. Adopting a feminist and posthumanist approach, students examine how A.I. and technology are reshaping what it means to be human, and discuss social, political, and ethical considerations in both reality and fiction. Even if originally published in other languages, all texts and films will be available in English or with English subtitles. (This course satisfies Humanities and Global Perspective.)  
cross listed: LCTR 224

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*GSWS 226: Religion and Gender in South Asia*

This course examines representations of gender, divinity, and power in South Asia. Delving into epics, hymns, women's songs, animated films, scholarly articles, and observation of contemporary religious practices, we ask whether stories of Hindu goddesses empower women or serve the interests of a patriarchal culture. Through a variety of approaches, we investigate how women and men experience, negotiate, and subvert constructions of gender, femininity, and masculinity. The course culminates in a role-playing game, which uses an innovative methodology called *Reacting to the Past* to delve into legislation on Sati (ritual widow-burning) in colonial India. Students research and articulate opinions of historical characters, while learning to express themselves with clarity, precision, and force and developing their public speaking skills. No prerequisites. (This course satisfies Global Perspective and Speaking Intensive.)  
cross listed: RELG 226, ASIA 226

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*GSWS 228: Women Writing Women*

This course surveys selected women writers, in diverse genres past and present, with a focus on American women writers in the 20th and 21st centuries. As we read selected literary texts, we explore how they "write women," in other words, how they deconstruct and reinvent the meanings of "woman" in their work. (This course satisfies Domestic Pluralism and Writing Intensive.)  
cross listed: ENGL 228, AMER 228

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*GSWS 232: The Pre-Modern Body*

This course investigates the roots of contemporary European and American understandings of the human body in social, cultural, and religious traditions from the ancient and medieval Mediterranean world. Students explore texts that illuminate the importance of the body to individual and group identity and discuss how these texts' definitions of "normal", "beautiful", and "healthy"

bodies continue to wield influence. Among the course's questions: how was the central role of the body in identity (before and after death) shaped by Christian theology of a God who was embodied, suffered, and died? What assumptions were made about how biological sex dictated identity—and how did pre-modern authors reckon with those who fell outside the sex or gender binary? How was spiritual morality understood to be inscribed on the physical body in complex ways (skin color, physical features, illness, pain, sexual activity)? How did racism and nascent colonialism shape ideals of body size and appearance? Students read primary sources ranging from patristic theology to werewolf stories, as well as important works of scholarship. No prerequisites. (This course satisfies Global Perspective and Writing Intensive.)  
cross listed: HIST 282, RELG 282

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*GSWS 233: Latinx Chicago*

This course explores the history of Chicago's diverse Latinx communities from 1900 to the present. We focus on Mexican and Puerto Rican Chicagoans, but students also have the opportunity to explore other communities. We examine migration experiences and community formation in Chicago neighborhoods, and how Latinx communities have understood their own identity. We study how Latinx groups organized social and political movements for empowerment; engaged in struggles around employment, education, and housing; and confronted policing, deportation, and displacement. Through these efforts, Latinx communities shaped public policy at the local and national level. Finally, we investigate how race, ethnicity, gender, class, and religion have been understood within Latinx communities and have shaped their experiences in the city. No prerequisites. (This course satisfies Domestic Pluralism and Speaking Intensive.)  
cross listed: HIST 233, LNAM 233

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*GSWS 237: Identity/Memory Spanish Film*

(Identity and Memory in Contemporary Spanish Film.) Through the study of a selection of films and documentaries stretching from late Francoism through

the Transición, until the 2008 economic crisis, this course provides a critical examination of the history and poetics of cinema in Spain, with particular attention to the relation between the representation of identity and the recovery of traumatic memory in contemporary culture. Regarding identity, this course addresses questions of national and regional identity (Spanish, Basque, and Catalan contexts), as well as the role of gender and sexual identity throughout late Francoism, the Transición, and democratic state. We also analyze how the directions problematize memory, especially traumatic memory, through their films. No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: CINE 237, SPAN 237

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*GSWS 241: Gender and Territory in Latin Amer*

Body-Maps: Decolonial Notions of Gender and Territory in Latin America. This course explores how socio-spatial and territorial relations are marked by gender, race, and class in Latin America. From a feminist anthropological and geographical perspective, we revisit different territorial struggles in Latin America and the role of gender in these mobilizations. Specifically, we examine how power functions in "the body" or the self, but also in human and non-human relations, which are traversed by colonial nation-State and imperialist formations. This course not only engages in critical dialogues on space, and the ways in which race, gender, and class are experienced in the everyday life, but also how these territorial spaces become contested places for Black, Indigenous and other racialized subjects to imagine and produce decolonial futures. No prerequisites. (This course satisfies Social Science and Global Perspective.)  
cross listed: LNAM 241, SOAN 241

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*GSWS 251: Family Structure & Political Theory*

Sexuality, child rearing, marriage, and family construction are crucial issues to political theorists, especially since the family is the fundamental social unit. Through an examination of traditional political theorists, this course explores

the treatment of these issues, and how they affect other, more established political problems such as citizenship, property, and community. Current legal and practical problems involving families inform and illuminate our perusal of political theorists' approach to the relationship between the private family and the state. POLS 130 is recommended but not required. (This course satisfies Humanities.)

cross listed: POLS 251

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*GSWS 252: Dialogue: Gender Identity*

In a culturally and socially diverse society, exploring issues of difference, conflict, and community is needed to facilitate understanding and improve relations between social/cultural groups. In this course, students will engage in meaningful discussion of controversial, challenging, and divisive issues in society related to gender identity. Students will be challenged to increase personal awareness of their own cultural experience, expand knowledge of the historic and social realities of other cultural groups, and take action as agents of positive social change in their communities. This course requires a high level of participation from all students. Note: This course earns .5 credits. No Prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: ETHC 252

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*GSWS 253: Family and Kinship*

This course focuses on family and kinship in cross-cultural perspective. We will look at families in their social and cultural context and ask what relationships exist between family forms, practices, and values and the economic system, political organization, religions, and cultures of the larger community. We will also ask what the sources of love and support, as well as conflict and tension, are within families and among kin, and we will question why family forms and ideal family types change over time. (This course satisfies Social Science.)

cross listed: SOAN 253

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*GSWS 265: French Feminism*

(Feminist Voices of the Francophone World.) This course, taught in English, introduces French feminist literature and theory. Students read foundational texts from writers such as Olympe de Gouges, Simone de Beauvoir, Benoîte Groult, and Monique Wittig, along with contemporary French and Francophone Feminist/Queer authors. While all literary texts were originally written in French, the theoretical component may include essays by non-Francophone authors. Moreover, the course also discusses the particularities of French feminism, its controversies (such as the reaction to the "me too" movement,) and how it differs from Anglo-American feminism. All readings, discussions, and assignments will be in English with an option for French majors to complete reading and writing in French. No prerequisites. (This course satisfies Global Perspective and Writing Intensive.)  
cross listed: FREN 265

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*GSWS 266: Philosophy of Love and Emotion*

This course explores the nature of love and other emotions. We start the course with a unit on love to address questions such as: How does love for another reconfigure the self? At what point is love narcissistic? How do we distinguish love worthy of the name from its lesser forms (such as love that becomes an exercise of control or fulfilling a social script)? What are the underlying commitments and performances entailed in both traditional forms of love and queer love? How do the structures of race and culture affect our exercise and experience of love? In addition to attending to a range of questions related to romantic love, we will also reflect on other types of emotion (e.g. hatred, desire, empathy, compassion) and their function in key aspects of human life (such as political association, knowing, and morality). Our readings will be diverse, pulling from ancient traditions of the world, contemporary feminist and queer theory, political philosophy, and literary sources. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: PHIL 265

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*GSWS 271: Gender, Sex, Power in U.S. History*

(Gender, Sex, and Power in U.S. History) From slave-holding plantations to tech company offices, from bedrooms to the halls of government, gender has fundamentally shaped the historical experiences of those living within the United States. This course explores the role of gender and sexuality in shaping U.S. politics, economy, and society. In particular, we examine the way that power itself is “gendered,” and explore expressions of gendered power from intimate interpersonal interactions to global foreign policy. In this course we will not assume “women” or “men” have been solid blocks with unified interests over time, but rather have always been divided along lines of class, race, ethnicity, sexuality, and political ideology. We explore these divisions by looking at political movements throughout U.S. history, including women’s suffrage, feminism, gay liberation, reproductive rights, sex-workers’ rights, contemporary LGBTQ rights, and the #MeToo movement.

cross listed: HIST 288

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*GSWS 274: Black Her-story*

This courses looks at the history of Black people and culture in the United States with a special focus on those who identify as Black women. From Harriet Tubman to Alicia Garza, Bessie Smith to Beyonce, this course examines how the intersectional identifies of Black women have enriched racial freedom struggles and the fight for women's rights, among other issues. We will use "A Black Women's History of the United States," the 2020 book by award-winning Black women historians, Daina Raimy Berry and Kali Nicole Gross, as the main textbook, and read other historical texts by Black women as well. No prerequisites. (This course satisfies Humanities and Global Perspective.)

cross listed: HIST 275, AFAM 275

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*GSWS 280: Gender, Culture, and Society*

Theories concerning the acquisition of sex-typed behavior; social and biological influences on the roles of males and females in the twentieth-century United States as well as in other cultures. Feminist and anti-feminist perspectives. Images of future lifestyles and implications for social policy. Prerequisite: SOAN 110. .  
cross listed: SOAN 280

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*GSWS 285: Constructing Gender and Sexuality*

Taking as its starting point the idea that both gender and sexuality are socially constructed, this course explores the ways in which gender identity and sexual orientation are developed and expressed across different cultures and historical eras. A central question for the course is how biological/physiological components of sex and desire are given meaning by cultures, with particular focus on the late 20th-early 21st century United States. The course will explore the US hegemonic binaries of male vs. female, masculine vs. feminine, and man vs. woman, examine how they articulate with one another, and consider various nonbinary responses. It also will look at the ways that social activism around sexuality and gender identity have simultaneously improved and undermined our understandings of both. Prerequisite: SOAN 110 or GSWS 110.  
cross listed: SOAN 285

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*GSWS 300: Topics: Feminist Controversies*

This course will explore selected controversial topics among feminists, such as: the institutions of motherhood and reproduction, including surrogacy, abortion, and breastfeeding; the Michigan Womyn's Music Festival; sex work (pornography and prostitution); and definitions of sexual assault. In the course of debating these topics, students will learn distinctions and connections between different strands of feminist thought, such as: liberal feminism, Marxist and socialist feminisms, radical feminism, cultural feminism, lesbian



feminism, queer feminism, psychoanalytic feminism, postmodern feminism, African American feminism, 3rd world feminism. No prerequisites. (This course satisfies Domestic Pluralism and Writing Intensive.)

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*GSWS 301: Romantic Comedies & Phil of Love*

(Romantic Comedies and Philosophy of Love) Why do we like to watch romantic comedies? What's satisfying about them, even when they're not great films? Film theorist Leo Braudy claimed that "genre [film] ... always involves a complex relation between the compulsions of the past and the freedoms of the present. ... [They] affect their audience ... by their ability to express the warring traditions in society and the social importance of understanding convention." In this course, following Braudy, we will investigate the relationship between the film genre of romantic comedy and age-old thinking about love, marriage, and romance. We'll read some ancient and modern philosophy of love, as well as some relevant film theory, and watch and discuss an array of romantic comedies, trying to unpack what we really believe about love. Prerequisite: One Philosophy course or permission of the instructor. ("Genre: The Conventions of Connection," Film Theory and Criticism, eds. Leo Braudy and Marshall Cohen. New York: Oxford U. Press, 538).

cross listed: PHIL 301, CINE 301

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*GSWS 306: Women and Gender in Hip Hop*

This course examines the history and role of women and gender in Hip Hop, from the 1970s to 2010. The increasingly popular musical genre and cultural phenomenon is often critiqued for being misogynist and homophobic. This class examines where this critique stems from and subverts this narrative to show the importance of women and gender to hip hop music and culture. Topics covered in this course include female rap pioneers, how discussions of masculinity and femininity have shaped rap lyrics, and the growing gender fluidity in hip hop. Prerequisites: AFAM 228 (This course satisfies Domestic

Pluralism and Writing Intensive.)  
cross listed: AFAM 305, MUSC 306

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*GSWS 319: Archaeology Race Ethn Class Gnder*

(Archaeology of Race, Ethnicity, Class, and Gender.) This course examines the ways that we understand (or misunderstand) race, ethnicity, class, and gender from an archaeological perspective. We explore archaeological research projects across time and regions to interrogate an essential problem in archaeology: How can we tell whether material differences in the archaeological record correspond to boundaries human groups draw among themselves? Course topics include race and racialization, ethnic diversity and ethnogenesis, the formation and performance of class, social constructions of gender and sexuality, and the political stakes involved in archaeological studies of difference. Throughout this course we ask how an engagement with intersectionality—the idea that categories of difference are entangled and covalent—may allow for a more nuanced understanding of the past, and of the present. Prerequisites: SOAN 110 and SOAN 216 OR SOAN 220 OR consent of the instructor. (This course satisfies Social Science.)  
cross listed: SOAN 319

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*GSWS 320: Labor Economics*

In this course, standard theories of labor economics are developed. Topics include labor supply, labor demand, education, discrimination, contracting, and unions. Particular emphasis is given to the labor force participation of married women and single mothers, earnings, wage distributions and inequality, job training, and employment benefits. Empirical analysis complements theoretical modeling, especially in the area of women's work and international comparisons regarding labor laws and labor market outcomes. Prerequisite: ECON 210.  
cross listed: ECON 320

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*GSWS 325: Women, Art and Society*

This course considers the contributions of women artists to the Western tradition of art making and examines the way art in the Western world has used the figure of woman to carry meaning and express notions of femininity in different periods. (This course satisfies Global Perspective and Writing Intensive.)

cross listed: ARTH 325

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*GSWS 326: Gender Identity in Modern Art*

Since the late nineteenth century, communities of artists and critics have defined themselves in opposition to the dominant forms of maleness and heterosexuality. This course examines the definitions of 'homosexuality' and 'feminism,' and traces their development in and influence on the visual arts. Prerequisite: one art history course. (This course satisfies Domestic Pluralism and Writing Intensive.)

cross listed: ARTH 326

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*GSWS 339: Inclusive Innovation*

While entrepreneurs top the list of Forbes richest Americans, diversity does not. Why are women, people of color, and other groups persistently excluded from entrepreneurial resources? How might we make entrepreneurship more inclusive to drive disruptive innovation, help people reach their full potential, and propel positive economic growth? This course surveys the deeper (and often hidden) causal factors that have contributed to and reinforced entrepreneurial exclusion. We examine disparities at the macro- and micro-level (i.e., gender, race, sexuality, geography, ability, age) through case studies, reading, hands-on activities, and student research projects. Students propose their own reasoned and researched solutions to address the business case for access and inclusion not as a charitable cause but as an economic imperative. The course concludes with students pitching their solutions on how to empower an underrepresented group, increase access to

high-quality tools to find problems worth solving for this group and the resources to solve them, and create new channels for revenue from a previously underserved and ignored market. Prerequisite: Sophomore standing. (This course satisfies Domestic Pluralism.)  
cross listed: ENTP 340, ETHC 339, LNAM 340

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*GSWS 340: Feminist Voices in Spanish Lit/Cult*

(Feminist Voices in Spanish Literature and Culture) This course introduces students to the works of prominent Spanish writers spanning from the 19th to 21st century, with a particular emphasis on the development of feminism within Spain. Students study an array of texts, both written and visual, to examine how women have interacted with the changing cultural and political landscapes of their respective times. The course explores a variety of topics including early feminism, women's suffrage and the labor movement, repression under fascism and Franco, lesbian identity, and transfeminism. Prerequisite: SPAN 300 or higher or permission of instructor. (This course satisfies Global Perspective.)  
cross listed: SPAN 340

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*GSWS 344: Gender and Sexuality in IR*

(Gender and Sexuality in International Relations.) This course explores the intersection of gender and sexuality with a variety of topics in international relations, such as conflict and war, global political economy, development, human rights, population policy, and global health. It examines how feminist and queer theories of international relations shed new light on existing areas of research, and how they generate new puzzles for political scientists to study. This course considers a wide range of cases from around the world, with particular attention to those from the Global South. Prerequisite: POLS 110 or consent of instructor. (This course satisfies Social Science and Global Perspective.)  
cross listed: POLS 344, IREL 344

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*GSWS 346: Africa in Films: Gender, Edu., Dev.*

(Africa in Films: Gender, Education, and Development.) Africa is an enigma in global imagination. This course uses film as lens to explore historical, cultural, political, and theoretical perspectives on education and social change in African societies. Specifically, it examines gender mainstreaming and global education norm making in the broader contexts international development. Key themes--such as tradition and modernity, heteropatriarchy, culture and identity, power and politics, demography and ecology, gods and technology--all draw from historical and contemporary representations of Africa in films to deepen our understanding of the complex origins of humanity and its connection to rest of the world. Class sessions feature films in/on Africa and discussions on select themes. No prerequisites. (This course satisfies Social Science and Global Perspective.)  
cross listed: EDUC 346, CINE 346

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*GSWS 347: Women in Global History*

Around the year 1450, the world simultaneously grew bigger and smaller, as peoples and societies that had never before come into contact were transformed by new economic, cultural, and religious connections. Empires asserted dominance over far-flung colonies, while technology and innovation churned to keep up with new demands. The era of colonization and expansion set the stage for further conflict and bloodshed in recent centuries, along with the emergence of new ideological assertions regarding individuals, liberty, and globalization. Although understanding the trends in modern global history is a massive undertaking, one group is frequently underrepresented or ignored: women. This course examines the history of the world from 1450 to the present with a special focus on women and gender. It seeks to broaden our understanding of participants in world history and identify ways that women helped shape the development of societies and ideologies around the globe. We also learn more about the everyday lived experiences of women in various cultures and nations. How have ideas of men's and women's roles, as well as conceptualizations of masculinity and femininity, shaped modern life? How

does our understanding of history change when we focus on women? No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: HIST 364

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*GSWS 349: Gender in Developing Countries*

This class introduces students to the unique challenges that women face in developing countries. Organized around major policy debates, we explore themes including women in the labor force, women in politics, gender and development, inequality, and violence. We also learn about top-down change, instituted by organizations like the IMF and World Bank, and bottom-up solutions created by NGOs and social entrepreneurs. Through class readings, group discussions, small group work, presentations, and a research paper, students are able to identify forms of existing gender inequalities, and critically examine policy solutions. Prerequisite: POLS 110 or consent of instructor. .  
cross listed: POLS 349

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*GSWS 350: Topics in Gender and Media*

(when applicable) Intensive study of selected subjects within the field of communications. Topics vary by semester.  
cross listed: COMM 350

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*GSWS 355: Community Psych*

Community Psychologists study individuals in the contexts of their communities - e.g., families, peer groups, schools, workplaces, religious groups, culture, and society - and strive to engage collaboratively in research and community action work to ameliorate social problems, enhance the overall well-being of the community and its members, and make positive public policy changes. In this course, we will: (1) Consider the goals and roles

of Community Psychologists; (2) Examine how social structures and community problems affect individuals' lives, and analyze our own underlying assumptions about these issues; (3) Consider the importance of diversity and psychological sense of community; (4) Explore methods & strategies for citizen participation and social change; and (5) Learn to use psychological research to inform social policy change and prevention efforts. Topics may include: Family Violence; Foster Care; Racism & the Justice System; Community Organizing for Rights (e.g., Civil Rights, Workers' Rights, Women's Rights); Community Organizing Against Harms (e.g., Hazardous Waste); Community Mental Health; Poverty & Homelessness; Children and Welfare Reform; Community Violence Prevention; Adaptation and Coping with Disaster (e.g., 9/11, Hurricane Katrina); and Advocacy on Capitol Hill - The Tobacco Lobby and Teenage Smoking. Prerequisite: Psychology 110 or equivalent. .  
cross listed: PSYC 355

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*GSWS 362: Love in a Time of Capitalism*

Most of us are familiar with the idea that romantic love plays a different role in the contemporary world than it did at other times and the idea that love manifests in different ways across cultures. Rather than attempt a survey of all the possible manifestations of romantic love, this course aims to explore how 'love' features into our understandings of human interaction in the 21st century, particularly in the United States. We will be particularly focusing on the contemporary American notion that love and money are opposing forces. Our first goal will be to identify at least some of the tropes of love that are in current circulation. We will then explore the potential social consequences of those tropes, including the ways in which such tropes are passed on and reproduced across generations and the possibility of commodifying and 'selling' certain tropes as the 'right' way to be in love. Throughout the course, we will collect love stories, and our final task of the semester will be to compare our theoretical and media derived understandings of romantic love to its manifestations in people's lives. Prerequisites: SOAN 110 and 220 or consent of instructor. (This course satisfies Domestic Pluralism.)  
cross listed: SOAN 362, AMER 362

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*GSWS 370: Feminism and Pop Culture*

This course examines the ways women and female presenting people have been portrayed and are currently portrayed in the media: in television and movies, in popular music, on the internet, in print sources like magazines and other cultural phenomena. Additionally, we will examine how feminism has been enacted, defined and denigrated over time in an attempt to understand the cultural tensions within this concept as depicted in popular culture and academic texts. With readings ranging from critical theory to popular non-fiction by and about women, we will speculate on the impact of and source for popular portrayals of women and what they might be telling us about women's roles in society. Issues of race, class, sexual orientation, gender identity, age, and physical ability will be important as we critically examine the forms and functions of women in popular culture. Prerequisite: Comm 255, or another 200-level Communication course approved by the Department Chair, or consent of the instructor. (This course satisfies Domestic Pluralism.)  
cross listed: COMM 370

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*GSWS 372: Queer Theory*

This course will address the contemporary social theories collectively described as 'Queer Theory.' A unifying thread for those theorists generally accepted as working within Queer Theory is the prioritization of gender and sexuality as social ordering devices. Queer Theorists make dualities, power inequalities, and identity performance central to their analyses. The creation, rise, and ultimate deconstruction of these theories will be placed within social and historical contexts. Once the student has a firm understanding of the source and content of Queer Theory we will embark upon an exploration of its application through the investigation of a number of topics that are often peripheralized in the academy. Ultimately, we will question the utility of the theory in light of factors ranging from its dismantlement under deconstruction to the rise of social contingency theory. (This course satisfies Domestic Pluralism.)  
cross listed: SOAN 372

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*GSWS 375: Queer Iberia*

(Queer Iberia: Activism, Identities, and Origins) This course explores the origins, development, and histories of LGBTQ+ identity, activism, rights, and culture within Spain. We explore queerness as it relates to identity—cultural and political—to contextualize the particularities of the LGBTQ+ community within Spain today as well as its origins and evolutions. Under the label “queer,” we examine a variety of voices that challenge and subvert normativity, i.e. gender non-conformity, sexual identities, and political activism. Students study an array of media ranging from film, graphic novels, visual art, queer theory, journalism, to performance. The objective of this course is to provide students with a critical understanding of queerness and queer theory as applied to Spanish cultural production. Prerequisite: One 300-level Spanish course (This course satisfies Humanities and Global Perspective.)

cross listed: SPAN 375

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*GSWS 376: Queer Cinema*

This course will focus on queer cinema--films that not only challenge prevailing sexual norms, but also seek to undermine the categories of gender and sex. Gender and sexual norms are perpetuated and challenged through notions of visibility, a key tactic in the fight for societal acceptance and civil rights. How sexuality is made visible and invisible will serve as a central focus in our analysis of queer film and media, focusing primarily on explicit representations of GLBTQ characters. Through feminist and queer theory, film theory and cultural criticism, we will analyze the contested relationships between spectators and texts, identity and commodities, realism and fantasy, activism and entertainment, desire and politics. Prerequisite: COMM 255, COMM 275, or permission of instructor. (This course satisfies Domestic Pluralism.)

cross listed: COMM 376, CINE 376

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*GSWS 381: Radical Women: Latina/x Artists*

(Radical Women: Cross-disciplinary Approaches Latina / Latinx Artists.) Inspired by the 2017 exhibition of the same name, Radical Women is a seminar that immerses students in the practices of LatinX and Latina women artists from 1960 through the present. Using work by artists including Lygia Clark, Ana Mendieta, and Cecilia Vicuña as a starting point, students engage with contemporary practitioners whose work echoes these practices. The course focuses on ways in which artists engage the political body—including through self-portraits, the relationship between the body and landscape, the mapping of the body, the power of words, and repression and resistance. Students conduct research, contribute to discussion, and complete a set of individual and collective assignments including presentations on the artists. Final projects can take the form of a critical or creative research paper or an artistic project in a self-selected medium. Prerequisites: This interdisciplinary seminar is open to students across disciplines and does not require prior studio experience. Prior 200-level Art and Art History, Humanities, or Social Science courses recommended, or by instructor permission. Corequisites: Prior 200-level Art and Art History, Humanities, or Social Science courses recommended, or by instructor permission. Course Fee Applies. (This course satisfies Humanities and Global Perspective.)  
cross listed: ART 381, LNAM 381

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*GSWS 382: Women's Rhet & Feminist Critique*

(Women's Rhetoric and the Feminist Critique) Traces the development of women's oratorical tradition and the feminist critique by looking at how U.S. women argued for the right to speak before they had the vote and then how they continue arguing for equality once the right to suffrage had been established. (This course satisfies Domestic Pluralism.)  
cross listed: COMM 382

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*GSWS 400: Women's Voices in Latin America*

An author, thinker, movement, or group of works studied in depth. All work in Spanish. This course will examine the role of women in Hispanic culture. Important figures such as La Malinche, Sor Juana Ines de la Cruz, and Eva Peron as well as the fiction, poetry, and films of Rosario Castellanos, Clarice Lispector, Gabriela Mistral, Isabel Allende, Rigoberta Menchu, Maria Luisa Bember, and Alicia Steimberg will be studied. Prerequisite: Two 300-level Spanish courses, including SPAN 300 or equivalent, or permission of instructor. (This course satisfies Global Perspective.)  
cross listed: SPAN 400, LNAM 400

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*GSWS 403: Emily Dickinson*

An advanced seminar on the poetry and letters of Emily Dickinson. Emphases on the cultural context of Dickinson's work and its critical reception.  
cross listed: ENGL 403

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*GSWS 465: Poverty, Inequality, Discrimination*

This course explores how the discipline of economics can explain and analyze the causes and effects of poverty, inequality and discrimination. It will examine how various populations (defined by race, age, gender, class, sexual orientation, etc.) experience these differently. Students will be introduced to (1) economic theories of poverty, inequality and discrimination, (2) ways to measure each and (3) public policies designed to mitigate poverty, inequality and discrimination in the US. Prerequisite: ECON 110 with a grade of C- or better. (Under the Forester Fundamental Curriculum, this course meets the Domestic Pluralism requirement. Under the old GEC, this course meets the Social Science and Cultural Diversity requirements.) (This course satisfies Domestic Pluralism.)  
cross listed: ECON 465, BUSN 465

# History

## Faculty

*Shiwei Chen*

Professor of History  
Chair of History

*Rudi Batzell*

Assistant Professor of History

*Noah Blan*

Instructor in History

*Dan LeMahieu*

Hotchkiss Presidential Professor of History, Emeritus

*Cristina Groeger*

Associate Professor of History

*Anna Trumbore Jones*

Professor of History

*Courtney Joseph*

Associate Professor of History and African American Studies

*Joao Gregoire*

Assistant Professor of Latin American and Latinx Studies and History

Major and Minor in History

The History Department requires its majors to achieve a cumulative grade point average of 2.0 (C) or better in the courses that fulfill their major requirements. There is one exception: students may elect to take one required course for the major for a “Pass” grade; that course will not be counted toward the required grade point average. There are no limits for minors.

*Requirements for the Major:*

At least 9 credits

- History 110: Global Change: The Power of History – preferably in the first year
- One of the following two-course sequences:
  - United States
    - History 200: Empire, Slavery, Freedom: Early United States
    - History 201: Inequity, Rights, Reaction: Modern United States
  - East Asia
    - History 212: Origins of East Asia
    - History 213: Modern East Asia
  - Ancient, Medieval, and Early Modern Europe (any two of the following)
    - History 204: Roman History
    - History 205: Medieval History
    - 
    - History 206: Renaissance and Reformation
    - History 210: Greek History
  - Modern Europe
    - History 208: Europe 1715-1890
    - History 209: Europe in the Twentieth Century

- African American History
  - History 202: African American History 1619-1865
  - History 203: African American History 1865-2016
- History 300: The Historian’s Workshop – taken as a junior
- Four additional courses, at least two of which must be at the 300-level or above
- Completion of the Senior Studies Requirement in one of the following ways:
  - History 420: Senior Seminar
  - Senior Thesis

#### Requirements for the Minor:

The Minor in History consists of six courses, one of which must be at the 300-level or above. History 300 is encouraged but not required for the minor.

#### A note on internships

The History Department recognizes that internships are a valuable way for students to connect their classroom learning to future careers. Some History majors and minors have completed internships at institutions directly related to History (Lake Forest-Lake Bluff Historical Society, Newberry Library, etc.). Our students have also completed internships at other types of companies and institutions that allowed them to utilize the skills of a History major/minor (political campaigns, non-profits, etc.). We encourage our students to seek out these opportunities. Internships do not, however, fulfill any of the nine credits required of History majors or six credits required of History minors (see above). Rather, they will appear as “extra” History credits on the student’s transcript (a tenth course for a major, or a seventh course for a minor, for example). For more information, see our “Internships and Careers” page.

#### A note on repeated courses

Lake Forest College policy states that students who receive a C- or lower in a course may repeat that course once with replacement of the earlier grade.

Normally, students must repeat a course with the same course number. However, in the spring of 2014 the History Department instituted a comprehensive course re-numbering. This could cause confusion among students wishing to repeat a course but finding that it now has a different number. Students in this situation should consult with the chair of History to be sure that they are repeating the same course, regardless of the different number.

## **Learning Outcomes**

The expected Student Learning Outcomes for the History Department are:

1. The history major will demonstrate the skills required of a historian: critical thinking; writing; conducting historical research; and interpretation.
2. The history major will demonstrate an understanding of historiographical approaches to the past and the ability to recognize the limits and biases of documents from the past, and to appreciate the perspectives of both past and present in any reconstruction of history.

## **History Courses**

*HIST 110: Global Change: The Power of History*

This course offers an introduction to college-level study of history. Specific subjects covered will vary, but a significant amount of the course will focus on non-Western history. Topics may include: the origins of civilizations in the Middle East, Asia, and the Americas; the role of religion in society; the rise and fall of empires; encounters between civilizations, from ancient trade networks to modern colonialism. Students in all sections will be introduced to certain key skills and methodology used by historians, including analysis of primary sources and assessment of historical arguments. Close attention will be paid to the development of critical reading and writing skills. No prerequisites. (This course satisfies Humanities and Writing Intensive.)

*HIST 200: Empire, Slavery, Freedom: Early US*

(Empire, Slavery, Freedom: Early United States) What were the origins and foundations of the United States? This course follows the transformation of North America and the emergence of the United States as an independent republic from the seventeenth century to the greatest crisis of the new nation, the Civil War and Reconstruction. Connecting primary sources to major works of historical interpretation, it examines the foundations of the United States by tracing the political, economic, and social underpinnings of historical change. Our exploration of this history will revolve around three key themes: land, labor, and territorial conquest and empire. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: AMER 210

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*HIST 201: Rights & Reactions: Modern US Hist.*

(Inequity, Rights, Reaction: Modern United States) This course examines the major developments in U.S. history from Reconstruction to the current American political and social landscape. We explore the rise of a burgeoning capitalist economy, the rapidly changing role of government in American society, the rise of the U.S. as an imperial power, and political and social movements that redrew the boundaries of inclusion in American democracy along class, gender, and racial lines. By the mid-twentieth century, a powerful labor movement gained new rights for workers, the Civil Rights Movement overthrew the Jim Crow order, and feminism challenged established gender roles. These challenges to the status quo, however, unleashed a powerful conservative reaction. A central theme of the course is inequality: we explore both the egalitarian movements that reduced social inequality in the mid-twentieth century, as well as the renewed growth of inequality in the last forty years. No prerequisites. (This course satisfies Domestic Pluralism and Writing Intensive.)  
cross listed: AMER 211

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*HIST 202: African American History 1619-1865*

This course surveys the history of African Americans in the New World, from the first colonial encounter through the sociopolitical changes of the burgeoning United States that led to the Civil War (1861-1865). The history of African Americans in the United States is often defined by the chattel slavery experience. However, the early years of American history that made people of African descent American are much more complex. By centering the actions and voices of the heterogeneous African American community, this course examines topics including the Middle Passage, domestic slavery expansion, free and maroon black communities, various resistance strategies, interracial coalitions, and the role of enslaved people in bringing about their own emancipation. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: AFAM 202

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*HIST 203: African American History 1865-2016*

This course examines the journey of African Americans from the end of the Civil War through Reconstruction, the New Nadir, the Civil Rights and Black Power Movements, the War on Drugs and new black capitalism, and the rise of hip hop, ending with the Obama years. In 1865, the centuries-old question of where African Americans would fit into the fabric of United States society was finally answered. As newly freed people and full citizens, African Americans learned that the process of citizenship would not be seamless or easy, and that the fight was just beginning. Blacks redefined their status over and over again during this 150-year period, and this course will examine why and how these shifts occurred. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: AFAM 203

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*HIST 204: Roman History*

This course examines the history of Italy and the Mediterranean world during the thousand-plus years of Roman rule. We begin with Rome's establishment as a small city-state, as recorded in both legend and archaeological evidence. We chart Rome's political development and imperial expansion under the republic, study the career of Augustus and the revolution by which he transformed Rome into an empire, and conclude with that empire's fragmentation into the Byzantine, Latin Christian, and Islamic worlds. The topics studied will include: key political institutions and leaders; war, imperialism, and their consequences, including slavery and social unrest; the work of authors such as Cicero, Vergil, Seneca, and Marcus Aurelius; the varied Roman religious scene and the rise of Christianity and Islam; Roman social history, including class, marriage, and slavery. Students will work extensively with primary documents in translation. (This course satisfies Humanities and Global Perspective.)

cross listed: CLAS 211

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*HIST 205: Medieval History*

This course examines the history of Europe and the Mediterranean world in the years 300-1500 CE. We begin with the fragmentation of the Roman Empire into three areas: Latin Christian Europe, the Byzantine Empire, and the Islamic world. We then explore the richness of the medieval centuries, including: aspects of medieval Christianity ranging from the cult of saints to monasticism to the papacy; the development of the major European kingdoms, knighthood, and chivalry; intellectual life and the rise of universities; interactions between Christians, Jews, and Muslims both peaceful (trade) and hostile (crusade); lives of ordinary people in urban and rural settings. Students will work extensively with primary documents in translation. No prerequisites. (This course satisfies Humanities and Global Perspective.)

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*HIST 206: Renaissance and Reformation*

This course begins with Europe at the end of the Middle Ages, alive with cultural ferment and religious debate but reeling from the carnage of the Black Death. We then turn to an in-depth examination of the years 1400-1600, including: the development of sovereign states and political theory on proper governance, divine right, and resistance to royal rule; the impact of key technological innovations such as printing and gunpowder; the discovery of the Americas and the origins of worldwide European colonialism; the spread of mercantile and industrial capitalism and international trade systems; the flowering of culture, art, and science known as the Renaissance; the emergence of Protestant and Catholic visions of religious reform and the wars and persecutions that resulted. Students will work extensively with primary documents in translation as well as key works of scholarship. (This course satisfies Humanities and Global Perspective.)

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*HIST 208: Europe 1715-1890*

Socio-economic, political, and intellectual and cultural development of Europe from 1715 to 1890. The crisis of the old order in the age of the Enlightenment and the French Revolution. Industrialization, democratization, and modernization in the nineteenth century. The emergence of nation-states, consumer societies, and modern ideologies. No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: IREL 220

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*HIST 209: Europe in the Twentieth Century*

European politics, culture, and society from 1890s to 1990s. The course pursues three major themes: the origins of the modern era from 1890 to 1918; the rise of the authoritarian state from 1917 to 1945; and the Cold War from the 1940s to the collapse of the Soviet Union. No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: IREL 221

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*HIST 210: Greek History*

This course uses ancient evidence to explore the issues that emerged in the course of early Greek history: the nature of interactions between Greeks and other ancient cultures and societies of the Mediterranean, Near East, and North Africa; political developments in Greek city-states (especially Athens and Sparta); religious movements, beliefs, and practices; advances in philosophical thought and rational inquiry; the tensions between local identities and a common Greek identity; gender and sexuality; freedom and slavery in Greek politics and society; the diffusion of Hellenistic culture throughout the Mediterranean world; and the expansion of Alexander the Great's empire. The course scrutinizes and reassesses modern interpretations of the ancient Greek past and its legacy. It better equips students to evaluate claims about ancient history and what the ancient Greeks might mean for us now. Students work extensively with primary documents in translation. No prerequisites. (This course satisfies Global Perspective and Writing Intensive.)  
cross listed: CLAS 210

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*HIST 212: Origins of East Asia*

Introduction to the great civilizations of China and Japan, with emphasis on development of their fundamental characteristics. Highlights both shared traditions and significant differences between the two countries. No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: ASIA 200

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*HIST 213: Modern East Asia*

Study of China, Japan, and Korea as each moved toward modern nationhood over the last 200 years. Attention to the difficulties each has confronted, including Japan's vision of empire shattered by World War II, China's civil war,

and Korea's transformation through foreign interventions. No prerequisites.  
(This course satisfies Humanities and Global Perspective.)  
cross listed: ASIA 201, IREL 234

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*HIST 222: American Revolution*

To quote the historian Gordon Wood, the American Revolution 'was the most radical and far-reaching event in American history.' In this course we examine this momentous Founding Age of the United States, with a special focus on the ideas that shaped this period. We explore the growing estrangement of American colonies from Great Britain and the culmination of this process in the Declaration of Independence. Then we look at the process and controversies involved in creating a new nation, and the United States government. No prerequisites.  
cross listed: AMER 253

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*HIST 224: The New American Nation 1787-1848*

This course covers America's 'Founding Period' from the end of the Revolution through the conclusion of the U.S.-Mexican War. During this time, Americans gradually came to see themselves as part of a unified nation with its own distinctive culture and ideals, though this outcome was far from certain. Beginning with the Constitution and the uncertain legacies of the American Revolution, the course considers the fundamental political, social, and cultural problems that could easily have torn the young Republic apart. Topics and themes include the problems of democracy and popular politics, the limits of citizenship, the formation of a distinctive American culture, the place of America on the world stage, the transition to capitalism and the 'market revolution,' and the figure of Andrew Jackson. No prerequisites.  
cross listed: AMER 271

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*HIST 226: American Civil War*

The origins of the war in the antagonistic development of the free North and slave South; Lincoln and the Republican Party; Black activity in the North and South; the war; the transforming and gendered aspects of fighting the war; Reconstruction; the impact of the war on American development. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: AMER 250

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*HIST 228: Inequality and Reform: US 1865-1920*

This course offers an introduction to the political, social, and cultural history of the United States between Reconstruction and World War I, as the country rebuilt and reimagined itself in the wake of the Civil War and the end of slavery. We will pay special attention to new patterns of inequality in the contexts of industrialization, urbanization, and immigration. We will also examine the complexities and contradictions of progressive reform movements, including efforts to improve housing, sanitation, and labor conditions. We will look at how those transformations affected people's everyday lives and conceptions of American citizenship, and we will explore the emergence of popular mass culture through photography, art, architecture, advertising, and films. No prerequisites. (This course satisfies Domestic Pluralism and Writing Intensive.)  
cross listed: AMER 276

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*HIST 229: Ruled by the American Empire*

This course examines the history of the US as an empire using global case studies to question the assumptions of many international relations perspectives. Throughout the course, emphasis is placed on the history, experiences, and voices of those subjected to the power of the United States as an imperial power by reading primary sources produced by those subjected to imperial power. This includes indigenous people who fought the expansion of the US as a continental empire during the nineteenth century, Filipinos who

resisted the American Occupation after the Spanish American War, and scholars and activists in Latin America, the Caribbean, and Africa whose autonomy and choices were shaped by the global rivalry of the US and the Soviet Union during the Cold War. The course concludes by examining the "War on Terror" and the experiences of the people of Afghanistan and Iraq in the early twenty-first century. No prerequisites. (This course satisfies Humanities and Global Perspective.)

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*HIST 231: Indigenous History of the Americas*

This course is a survey of Indigenous history from pre-colonization to the present across both North and South America. Throughout the Americas, Native people built complex systems of cultural grandeur and political interaction. These cultures may have changed but certainly did not vanish when these groups came into contact with European colonizers. Rather, Indigenous people created new strategies for survival in a changing geopolitical reality, and impacted the development of emerging nations like the United States. In modern times, Indigenous people continue to fight for recognition of their sovereignty and rights. This course connects Indigenous history to issues related to nation-building, citizenship, economic change, and multiculturalism. No prerequisites. (This course satisfies Humanities.)  
cross listed: LNAM 230

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*HIST 232: U.S. Environmental History*

(United States Environmental History) Introduction to the historical study of the relationship of people in the present-day United States with the natural world. Examination of the ways that 'natural' forces helped shape U.S. history; the ways human beings have altered and interacted with nature over time; and the ways cultural, philosophical, scientific, and political attitudes towards the environment have changed in the course of U.S. history, pre-history to the present. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: AMER 261, ES 260

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*HIST 233: Latinx Chicago*

This course explores the history of Chicago's diverse Latinx communities from 1900 to the present. We focus on Mexican and Puerto Rican Chicagoans, but students also have the opportunity to explore other communities. We examine migration experiences and community formation in Chicago neighborhoods, and how Latinx communities have understood their own identity. We study how Latinx groups organized social and political movements for empowerment; engaged in struggles around employment, education, and housing; and confronted policing, deportation, and displacement. Through these efforts, Latinx communities shaped public policy at the local and national level. Finally, we investigate how race, ethnicity, gender, class, and religion have been understood within Latinx communities and have shaped their experiences in the city. No prerequisites. (This course satisfies Domestic Pluralism and Speaking Intensive.)

cross listed: LNAM 233, GSWS 233

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*HIST 234: Witches, Preachers, and Mystics*

In this course students consider the historical development of religion in the United States of America. We study topics such as the contact between Native Americans and European settlers, religion and the founding of the Republic, religious revivals and awakenings, immigration and religion, the rise of new forms of religion in the United States, responses to scientific and technological developments, and the entangling of religion and politics. The course covers religion from the colonial period to the dawn of the twentieth century. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: RELG 234, AMER 234

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*HIST 235: US Cities*

This course is an introduction to the political, economic, and social forces that have shaped US cities in the last 200 years, with a focus on the city of Chicago. We explore the growth of urban economies, migration and immigration into cities, racial/ethnic segregation and displacement, and struggles over power and resources. Students are introduced to multiple disciplinary approaches to understanding US cities, and visit relevant sites in Chicago. This course is the core course for the Urban Studies minor program. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: AMER 263, ES 263, URBS 120

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*HIST 236: Who Counts? History by Census Data*

Who counts in US history? Since 1790, the official "count" of the US population has been the US federal census, used to determine everything from representation in Congress to funding for your neighborhood. This class introduces you to the many uses of census data, and also introduces you to a statistical software program, SPSS, to analyze census data yourself. The US census is a treasure trove of information - about class, race, gender, education, immigration - but it is also imperfect, leaving some people uncounted and imposing categories onto communities that do not match their experiences. By learning how this data was created, we learn about the limits of data and why history is important for data analysis. No prior experience with quantitative methods is required. No prerequisites. (This course satisfies Domestic Pluralism and Technology Intensive.)

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*HIST 239: History of Educ in American Society*

(History of Education in American Society.) Two hundred years ago, the vast majority of men and women in the United States only attended a formal school for a few years at most. Many of the functions we associate with schooling - the transmission of knowledge, socialization, and job preparation - took place in the home, community, or workplace. The story of the 19th and 20th century

is the story of the expansion of education into a central experience in the lives of Americans, delivered in a vast network of educational institutions. By moving thematically through the roles of both K-12 and higher education, this course will examine the processes through which a wide array of social functions moved into the school system, and the modern U.S. educational system was forged. A central course theme will be how established forms of social inequality and exclusion were incorporated into and then reproduced by an expanding system of education. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: AMER 270, EDUC 239

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*HIST 241: Charlemagne & the Forging of Europe*

300 years after the "fall of Rome," a barbarian named Charlemagne was crowned emperor and a renewal of imperial forms and governance transpired in western Europe. This course unearths the circumstances that led to the rise, spread, and fall of the first medieval pan-European empire, from the collapse of western Roman power in the fifth century to the collapse of Carolingian power at the end of the ninth. We examine how the Latin Christian church and barbarian kings preserved and transformed aspects of Roman life; how a family of usurpers from northern Europe came to dominate the former western provinces; how colonization and imperialism within Europe prefigured the expansion of European colonizers across the globe; how both elites and commoners experienced a Carolingian world; how the experiences of free and unfree persons shaped these communities; and how the idea of Europe itself was forged within the crucible of Charlemagne's empire. No prerequisites. (This course satisfies Humanities and Global Perspective.)

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*HIST 243: Crusade & Holy War in Med Europe*

(Crusade and Holy War in Medieval Europe). In November of 1095, Pope Urban II gave a speech that launched one of the most significant and destructive movements in European history: the crusades. Four years later, the armies of the First Crusade captured Jerusalem in a burst of pious

enthusiasm and brutal violence. This course begins by considering questions foundational to the crusade movement: when is violence in pursuit of religious aims justified? Can a war—or a soldier—be noble? Be holy? Should the church control and direct social and political violence? The course then examines in detail the history of the First Crusade (1095-1099) from Christian, Muslim, Jewish, and Greek perspectives. In the second half of the course, we study the establishment of the Latin Crusader States; the gradual recapture of the region by Muslim leaders, with a focus on the career of Salah ad-Din; and the later broadening of the use of crusade rhetoric, which was mobilized to justify wars against fellow Christians, as well as European imperialism and colonization. Students read both primary historical sources and important works of scholarship. No prerequisites. (This course satisfies Global Perspective and Writing Intensive.)  
cross listed: RELG 248

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*HIST 255: History of Russia*

Survey of the political, social, and intellectual history of Russia from the early medieval period to the post-Soviet era. Emphasis on the people and the state, efforts at modernization from above (particularly those of Peter the Great and Stalin), revolutionary ideas and movements, the disintegration of the Communist system and the Soviet empire, and the difficulties faced by Russia and other post-Soviet states. No prerequisites.

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*HIST 257: World War II: Europe*

Among topics to be studied: origins of the European war; the defeat of France; the Battle of Britain; the German attack on Russia; the Holocaust; the defeat of Germany; the impact of the war after 1945. In this course there will be a strong emphasis on film as an historical source. No prerequisites. (This course satisfies Humanities and Global Perspective.)

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*HIST 258: History of Sports*

This course offers students an introduction to the history of modern sports from multiple perspectives: athletes themselves, spectators and fans, and the business of sports entertainment. The course begins in the late-nineteenth century when sports became increasingly important both as an individual activity and as a professional, commercial spectacle. How has the experience of being a fan changed over time? How has sports shaped gender identities and ideals? How have athlete unions and associations negotiated with business owners and leagues? Why have sports and athletes been at the center of debates over racial justice? As a speaking intensive class, students will give a series of presentations on their own sports experiences and interests in the history of sports. No prerequisites (This course satisfies Domestic Pluralism and Speaking Intensive.)

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*HIST 259: Immigration in France 1945 to Today*

This course will trace France's immigration history from the mid-twentieth century to the present. It will mainly offer an investigation of Muslim immigration and integration in the post-1945 period. Along the way, we will also consider the broader context of immigration (i.e., of national, ethnic, and religious groups other than Muslims to France), the formation and evolution of concepts of French national identity, and the history of French citizenship policy. This course represents a postcolonial approach to the history of France, at the nexus of colonial, immigration, and urban histories. These histories will be studied with a focus on the social, economic, political, and cultural stakes raised by immigration, and the course will consider how some in France have reacted against certain groups of immigrants as antithetical to "Frenchness". No prerequisites. (This course satisfies Humanities and Global Perspective.)

cross listed: FREN 259, LCTR 259

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*HIST 260: Modern China*

Relying as much as possible on Chinese texts (in translation), this course will examine such topics as China's response to Western imperialism in the nineteenth century; the 1911 Revolution; the May Fourth Movement; the birth of the People's Republic of China; the Cultural Revolution; and the Democracy Movement of the 1980s. No prerequisites. (This course satisfies Humanities and Global Perspective.)

cross listed: ASIA 283, IREL 230

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*HIST 262: Modern Japan*

From the founding of the last shogunate, the Tokugawa, in 1603 to its present status as an economic giant among the nations of the Pacific. Attention to the achievements as well as the undeniable sufferings and costs incurred during Japan's drive toward great power. No prerequisites. (This course satisfies Humanities and Global Perspective.)

cross listed: ASIA 286

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*HIST 272: History of Mexico & the Borderlands*

Mexican culture and history has often been mythologized, stereotyped, or misunderstood -- but an accurate knowledge of the development of Mexico is essential for understanding its current role in the world. This course broadly surveys Mexican history from the pre-Conquest period through modern times, including a particular focus on the current Mexican-American border as well as regions that historically bordered Mexico (such as modern-day Florida, Central America, and even Spanish territories in the Pacific). The meaning of progress, indigenous culture, imperialism's impact, racial/ethnic identity, and popular mobilization are among its recurring themes. No prerequisites. (This course satisfies Humanities and Global Perspective.)

cross listed: LNAM 257, IREL 228

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*HIST 275: Black Her-story*

This course looks at the history of Black people and culture in the United States with a special focus on those who identify as Black women. From Harriet Tubman to Alicia Garza, Bessie Smith to Beyonce, this course examines how the intersectional identities of Black women have enriched racial freedom struggles and the fight for women's rights, among other issues. We will use "A Black Women's History of the United States," the 2020 book by award-winning Black women historians, Daina Raimey Berry and Kali Nicole Gross, as the main textbook, and read other historical texts by Black women as well. No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: AFAM 275

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*HIST 282: The Pre-Modern Body*

This course investigates the roots of contemporary European and American understandings of the human body in social, cultural, and religious traditions from the ancient and medieval Mediterranean world. Students explore texts that illuminate the importance of the body to individual and group identity and discuss how these texts' definitions of "normal", "beautiful", and "healthy" bodies continue to wield influence. Among the course's questions: how was the central role of the body in identity (before and after death) shaped by Christian theology of a God who was embodied, suffered, and died? What assumptions were made about how biological sex dictated identity—and how did pre-modern authors reckon with those who fell outside the sex or gender binary? How was spiritual morality understood to be inscribed on the physical body in complex ways (skin color, physical features, illness, pain, sexual activity)? How did racism and nascent colonialism shape ideals of body size and appearance? Students read primary sources ranging from patristic theology to werewolf stories, as well as important works of scholarship. No prerequisites. (This course satisfies Global Perspective and Writing Intensive.)  
cross listed: GSWS 232, RELG 282

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*HIST 283: History of Emotions in the West*

(Thinking about Feeling: History of Emotions in the West.) Emotions were once considered stable and universal: love was always love, and fear always evidence of irredeemable cowardice. Recently, however, historians have found significant variations in expression and regulation of emotions in different periods and cultures. This course will examine ideas surrounding emotion in the West from Late Antiquity through the Early Modern period. The study of emotions raises a variety of historical questions: how do we research the history of something as intangible as emotions? Should historians use the theories and methodologies of other disciplines? Have institutions and belief systems mobilized particular emotions? Have norms and expectations for emotion changed over time? What is the relationship between the experience and expression of emotion? We will also explore some of the established narratives in the history of emotions, such as the "hydraulic model" and the rise of the affectionate family. No prerequisites.

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*HIST 284: Epidemic Disease in European History*

This course focuses on four epidemic diseases that caused widespread death and destruction in Europe and the Americas from the fourteenth to twentieth centuries: the Black Death, smallpox, cholera, and the mosquito-borne "tropical diseases" of malaria and yellow fever. In each case, after learning about the symptoms of the disease, the progression of the epidemic(s), and the identity of the victims, we explore multiple facets of the human response to these natural disasters, including: theories of disease; religious responses; medical measures; artistic representations; and the intersection of state power and public health efforts. We also study key figures in the history of medicine. A significant portion of the course is devoted to the impact of disease in European imperial possessions (such as India and the Americas), violence against minority groups (notably Jews) in Europe in the wake of epidemics, and the ways in which theories of class and race influenced European thinking on disease. No prerequisites. (This course satisfies Global Perspective and Writing Intensive.)

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*HIST 285: Public History*

Public history is the practice of history outside the academy. Public historians record and preserve evidence of the past in many formats, analyzing and interpreting their findings to general and specialized audiences beyond the traditional classroom setting. This course will survey the theory and practice of various professional historical specialties - ranging from archival administration to historic site management, museum exhibitions, and historical reenactment. Institutional constraints, audience development, and conflicts between history and public memory will be major thematic issues. Field trips to institutions and sites in the Chicago metropolitan area. No prerequisites.  
cross listed: AMER 240

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*HIST 288: Gender, Sex, Power in U.S. History*

(Gender, Sex, and Power in U.S. History) From slave-holding plantations to tech company offices, from bedrooms to the halls of government, gender has fundamentally shaped the historical experiences of those living within the United States. This course explores the role of gender and sexuality in shaping U.S. politics, economy, and society. In particular, we examine the way that power itself is "gendered," and explore expressions of gendered power from intimate interpersonal interactions to global foreign policy. In this course we will not assume "women" or "men" have been solid blocks with unified interests over time, but rather have always been divided along lines of class, race, ethnicity, sexuality, and political ideology. We explore these divisions by looking at political movements throughout U.S. history, including women's suffrage, feminism, gay liberation, reproductive rights, sex-workers' rights, contemporary LGBTQ rights, and the #MeToo movement. No prerequisites. (This course satisfies Domestic Pluralism and Speaking Intensive.)  
cross listed: GSWS 271

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*HIST 300: The Historian's Workshop*

How do we know what actually happened in the past? What is a "reliable source" and where are they found? Whose history deserves to be written and who gets to write it? This course examines how these questions have been answered by different schools of historical thought and considers the purpose and value of studying history in today's world. The course consists of three main components: first, charting the development of the discipline of history; second, acquiring hands-on experience in archives at the College and elsewhere; third, understanding the many possible applications of the study of history in various careers. Prerequisite: an introductory history course. Required of all history majors. (This course satisfies Writing Intensive.)

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*HIST 306: Civil Rights Movement*

This course focuses on the origins, development, and accomplishments of the civil rights movement in post-World War II America. Particular emphasis will be given to the differences between the struggle for black equality in the south and its northern counterpart. Taught in a seminar format, the class will be both reading- and writing-intensive. Course readings and paper assignments are designed to help students develop a comparative analytical framework and to illuminate the following lines of inquiry: What caused and what sustained the civil rights movement? What changes took place within the movement over time, particularly at the level of leadership? What underlay the radicalization of the movement and what were the consequences? To what extent did the civil rights movement succeed and how do we measure that success today? Finally, how did the black civil rights movement inspire other groups and minorities in American society to organize? Prerequisite: History 200 or History 201. (This course satisfies Domestic Pluralism and Speaking Intensive.)  
cross listed: AFAM 361, AMER 361

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*HIST 308: Sport and Spectacle Modern America*

This course considers the history of sport as mass entertainment from the mid-nineteenth century to the present. More than an escape from everyday life, the games Americans have played and watched have been thick with social, cultural, and political meanings. Athletes and spectators alike have defined and challenged ideas of gender, race, and the body; they have worked out class antagonisms, expressed national identities, and promoted social change. Topics include: the construction of race; definitions of manhood and womanhood; industrialization, urbanization, and the rise of modern spectator sport; media and mass spectacle; fitness and athletic reform movements; collegiate athletics; sports figures and social change. Prerequisite: History 200 or 201, or permission of the instructor. cross listed: AMER 308

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*HIST 312: Immigration in U.S. History*

The United States has had exceptionally high levels of immigration and internal geographic mobility from the colonial period to the present. Placing the geographic area that would become the United States into a global frame, this course explores patterns of European, Asian, and Latin American migration into a land already inhabited by mobile indigenous populations, the forced migration of enslaved Africans to the U.S. and later migration of black citizens northward, as well as the movement of migrants over the long-contested (and moving) U.S.-Mexico border. We learn about the politics of migration, including the long history of anti-immigrant nativism and xenophobia in the United States, as well as the role of migrants in shaping major U.S. social and political movements. We also examine how ethnic, racial, and national identities - including "American"-are not fixed categories, but rather constructed and reconstructed over time. No prerequisites. (This course satisfies Domestic Pluralism and Speaking Intensive.) cross listed: AMER 355

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*HIST 313: Latinx Oral History*

One of the best ways to understand the history of a community is to talk to those who have lived it. The history of people of Latin American descent is a growing subfield of history, but much remains to be learned about Latinx migration, employment, politics, and culture; differences along lines of class, race, gender, region, and nationality; and how these experiences have changed over time. This course introduces you to the practice of oral history, or recording an individual's personal story, which is a method often used to collect voices left out of dominant narratives. The course also draws on the narrative tradition of "testimonio," with roots in Latin American liberation and anti-imperialist movements, in which the narrator is empowered by voicing their experience. This course guides you in conducting your own interviews with Latinx individuals. The ability to speak Spanish is helpful but not required. (This course satisfies Experiential Learning and Domestic Pluralism.)  
cross listed: LNAM 313

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*HIST 315: US Catholic Immigrant Experience*

From the Irish who arrived before the Civil War to the Mexicans and Vietnamese who have come recently, the Catholic experience in the US has been a continuing story of immigration. This course examines how succeeding immigrant groups have practiced and lived their Catholic faith in different times and places. Religion cannot be separated from the larger social and economic context in which it is embedded, so the course will also pay attention to the ways in which the social and economic conditions that greeted the immigrants on their arrival shaped how they went about praying and working. Finally, the changing leadership of the Catholic Church will be taken into account, since it provided the ecclesiastical framework for the new Catholic arrivals. Prerequisite: HIST 200 or HIST 201 or permission of the instructor.  
cross listed: AMER 315, RELG 315

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*HIST 317: History of Black Television*

This course connects late 20th-century African American history to the development of black television, focusing on themes of activism, family, politics, economics, standards of beauty, and culture. Critics and audiences have noted that we are in a golden era of black television, with an upsurge of shows over the last few years that display the multiplicity of black life in the United States. And yet, this is not the first time this has happened. Since the 1950s, African Americans have been depicted on the small screen in both regressive and progressive ways. How have these images changed over time? How do these depictions impact the way people see African Americans and how African Americans see themselves? No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: AFAM 317

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*HIST 319: Protest and Police in U.S. History*

This course examines historical instances of policing, inequality, and protest, including mobs in the American Revolution, abolitionist direct actions, the terror of the Klu Klux Klan, sit-ins against Jim Crow, protest against military action, and the #BlackLivesMatter movement. Throughout U.S. history, Americans have been committed both to protest and disruption in order to advance their causes, and to stability, security, and the maintenance of order. Despite widespread fears about disorder and crime today, Americans in the past were far more violent. In this course, we will trace how ordinary people came together to challenge authority, and how those with power built state structures that could legitimately use violence. We will see how policing was shaped by fears of newly-arrived immigrants, the demands of a slave economy, and entrenched racism. We will study the intersecting histories of race, inequality, and state power across the American past. Students will develop a major research project on a particular historical instance of policing, inequality, and protest. Prerequisite: HIST 200 or HIST 201 or permission of instructor. (This course satisfies Domestic Pluralism and Writing Intensive.)

cross listed: AMER 319, AFAM 319

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*HIST 322: Saints/Blood/Money MdvI Christianity*

(Saints, Blood, and Money in Roman and Medieval Christianity.) This course will examine key questions debated by Christians from the origins of the faith in the Roman era to the end of the Middle Ages, many of which continue to be discussed today. These may include: should Christians use violence at all, and if so, under what circumstances? What is the correct relationship between the Church and the government? What makes a person a saint - celibacy? Harsh asceticism? Aiding the poor? Preaching the Gospel? What is the appropriate role of wealth and property in the life of a dedicated Christian? Should a Christian seeking religious truth rely only on the Bible and revelation, or do logic and scientific inquiry have a role to play? Students will work extensively with primary sources in translation and significant works of modern scholarship. No prerequisites. (This course satisfies Global Perspective and Writing Intensive.)  
cross listed: RELG 307

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*HIST 324: Medieval Disasters & Climate Change*

In the fifth century, a cooling climate and epidemics accelerated the collapse of the western Roman state; while in the fourteenth century, worsened by the onset of the "Little Ice Age," the Black Death reduced populations in Eurasia by half and laid the groundwork for the changes of the early modern world. This course teaches the history of environmental transformations and human adaptation through an exploration of some of the natural disasters and climate changes that impacted Europe and the Mediterranean world c. 300-1500 CE. Using specific case studies (including episodes like the so-called "mystery cloud" that troubled Levantine communities in 536 and the unusually well-documented 1348 earthquake in central Europe), the course evaluates how medieval people thought about nature, and how moments of crisis shaped individuals, communities, and larger ecosystems. Students learn to use Geographic Information System (GIS) software to analyze, track chronologically, and map spatially a specific disaster or environmental event. No prerequisites. (This course satisfies Global Perspective and Technology Intensive.)  
cross listed: ES 324

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*HIST 325: Writing History: Docs & Manuscripts*

This course uses writing traditions and documentary culture as a lens for understanding medieval and early modern European history. We discuss core issues in writing and textual culture, such as language, orality, transmission, translation, gender, genre, communication, and visuality. A complementary emphasis on how we interpret and use written materials offers new strategies for thinking about how history is recorded, consumed, and evaluated. Additionally, we develop paleographic skills involving identification, dating, and transcribing of medieval and early modern documents. We begin with facsimiles before shifting course to Chicago's Newberry Library, which holds extensive collections of medieval and early modern manuscripts. The culminating project involves the physical examination, transcription, and historiographical situating of a manuscript or series of manuscripts from the Newberry's collection. No previous knowledge of any non-English language is necessary. No prerequisites. (This course satisfies Experiential Learning and Humanities.)

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*HIST 328: European Reformations, 1200-1600*

The Protestant Reformation and Catholic Church's response were a major turning-point in the political, social, and religious history of Europe, with implications for the entire world. This period saw clerics, rulers, and ordinary people wrestle with profound and eternal questions: what does a person need to do to save their soul? Who can claim to mediate between God and humanity? What is the role of family, sex, and marriage in a pious life? What gives a ruler the right to rule? When is violence justified in the pursuit of faith? This course examines the answers that were offered to these questions, as we study: the background to the Reformations in the ideas of Paul, Augustine, and medieval reformers; writings of key figures, including Luther, Calvin, Loyola, and Teresa of Avila; political ramifications of the Reformations; the impact of the Reformations on European society, notably those who were among the most marginalized—the poor, Jews, sex workers, and "witches". Students read primary sources in translation as well as important works of

scholarship. No prerequisites. (This course satisfies Global Perspective and Writing Intensive.)  
cross listed: RELG 319

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*HIST 330: The Enlightenment*

Readings and discussions of the central ideas of Europe in the eighteenth century, with emphasis on Britain and France. Topics include the social and political context of the Enlightenment, the impact of science, and the development of notions of tolerance, freedom, and rationality. No prerequisites.

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*HIST 332: European Romanticism*

Intellectual and social origins of Romanticism, with emphasis on Germany and England; impact of the French Revolution; individualism in poetry and art; and the rise of historicism. Works discussed will include those by Goethe, Wordsworth, Keats, Hugo, Constable, and Schleiermacher. No prerequisites.

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*HIST 335: 20th Cent British Culture*

(20th Century British Culture) British culture since 1900. Topics include the impact of World War I; the Bloomsbury circle; documentary writing and film; working-class realism in the 1950s; youth culture; the New Left; postimperial culture; and postmodernism. No prerequisites. (This course satisfies Global Perspective.)

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*HIST 337: The Russian Revolution*

This course provides a close study of the causes, processes and results of the Russian Revolution. Topics to be considered include: the broad historical background needed to understand the Russian revolutions of the 20th century; the causes and results of the 1905 Revolution; the impact of World War I; a close look at both the February and October revolutions of 1917; the creation of the new Soviet regime and the Civil War that shaped it; the ambiguous era of the 1920s; Stalin's 'Second Revolution' and the era of the Five Year Plans and collectivization of agriculture; the bloodletting of the Great Purges of the 1930s. Prerequisite: History 209 or 255 or permission of the instructor.

cross listed: IREL 327

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*HIST 338: Literature and Society in Russia*

Aspects of the social and intellectual history of tsarist and Soviet Russia through the prism of nineteenth- and twentieth-century fiction, mostly novels. Readings will include major works by such authors as Pushkin, Turgenev, Dostoevsky, Tolstoy, Chekhov, Gorky, Pasternak, Akhmatova, Babel, Kataev, Bulgakov, Solzhenitsyn, Yevtushenko, and Tolstoya. Films will also be used. No prerequisites.

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*HIST 340: Topics in East Asian History*

(Topics in East Asian History). Fall 2023 Topic: China's Cultural Revolution. The Great Proletarian Cultural Revolution, broke out more than forty years ago (1966-1976), has been recognized as the darkest era in the history of the People's Republic of China. A comprehensive mass movement initiated by Mao Zedong to eliminate the so-called 'counterrevolutionary elements' in the country's institutions and leadership, the revolution was characterized by nationwide chaos, ultra-leftist frenzy, political zealotry, purges of intellectuals, extreme social turmoil, and ultimate economic collapse. This course intends to reconstruct the history of the Cultural



Revolution by revealing the causes of the calamity and prevent human disaster from repeating itself in the future. Prerequisite: One course in Asian history or permission of the instructor. (This course satisfies Global Perspective.)  
cross listed: ASIA 307

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*HIST 341: Doing Business in/with China*

This course is aimed at students who are interested in a career involving business in China, who plan to apply to business school, or who are interested in Chinese business history. The course offers a theoretical framework for understanding Chinese business, commercial culture, and entrepreneurship patterns, as well as a practical guide to business practices, market conditions, negotiation techniques, and relevant organizations and networks in China. The course utilizes an interdisciplinary approach to examine China's business history, focusing on three separate but interrelated themes: America's "China Dream" in the past; doing business in China in the 21st century; and the "Panda Huggers' dilemma" in the future. The ultimate goal of the course is to equip students who are interested in doing business in or with China with the background knowledge and analytical skills to aid future careers and business endeavors. The course is open to all majors in the College with no prerequisites. (This course satisfies Global Perspective.)  
cross listed: IREL 333

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*HIST 342: Problems Modern Chinese Hist: Film*

(Problems in Modern Chinese History: Film) What are the enduring problems of modern China? How have different Chinese governments confronted them? We will study twentieth-century transformations in Chinese society, politics, and culture on the mainland and Taiwan in the light of modern Chinese and international history through film and discussion of the major issues addressed by Western scholarship. Basic topics to be covered include Sino-Western relations; tradition and modernization; peasant rebellions; revolution and reforms; religion; culture and society; modern science; and intellectuals

and the state. No prerequisites. (This course satisfies Global Perspective.)  
cross listed: ASIA 309

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*HIST 360: History and the Moving Image*

This course explores the role of moving images (film, television, internet) in understanding history as both collective process and contested interpretation. The course will integrate a discussion of recent historical methodologies concerning moving images, with examples from a variety of forms, including historical epics, documentaries, propaganda, television series, literary adaptations, and biographies. Special emphasis will be placed upon the ambiguities of historical context, including the time of production, the period depicted, and changing audiences over time. Topics include: 'Feudal Codes of Conduct in Democratic Societies,' 'Film as Foundation Myth for Totalitarian Ideologies' and 'Situation Comedy of the 1970s as Social History.'

Prerequisite: Two history courses or permission of the instructor.

cross listed: AMER 340, CINE 360

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*HIST 364: Women in Global History*

Around the year 1450, the world simultaneously grew bigger and smaller, as peoples and societies that had never before come into contact were transformed by new economic, cultural, and religious connections. Empires asserted dominance over far-flung colonies, while technology and innovation churned to keep up with new demands. The era of colonization and expansion set the stage for further conflict and bloodshed in recent centuries, along with the emergence of new ideological assertions regarding individuals, liberty, and globalization. Although understanding the trends in modern global history is a massive undertaking, one group is frequently underrepresented or ignored: women. This course examines the history of the world from 1450 to the present with a special focus on women and gender. It seeks to broaden our understanding of participants in world history and identify ways that women helped shape the development of societies and ideologies around the globe. We also learn more about the everyday lived experiences of women in various

cultures and nations. How have ideas of men's and women's roles, as well as conceptualizations of masculinity and femininity, shaped modern life? How does our understanding of history change when we focus on women? No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: GSWS 347

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*HIST 368: Museums and Exhibitions*

History is an academic discipline but it also has a public face. 'Public history,' through museum exhibitions, historical sites, the Internet, and other venues, is a growing career field. Students in this class will learn the communication tools necessary to produce an engaging and intellectually sound exhibit, including the techniques of oral history. The class will develop a concept, research in local archives, write label copy, and design and install an exhibit. We may use audio, video, photography, and the web to tell our story. The exhibition will be presented in the Sonnenschein Gallery or a local history museum, such as the Lake County Museum. The course will include field studies to Chicago-area history museums. Prerequisite: Junior or senior standing, or permission of the instructor. (This course satisfies Experiential Learning.)  
cross listed: AMER 348

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*HIST 369: Capitalism: A Global History*

This course explores the global history of the rise and transformation of capitalism, from the chartering of the British East India Company to the present world of multinational high tech corporations. The course begins with an introduction to some of the major theorists of capitalism: Adam Smith, Karl Marx, Max Weber, and Karl Polanyi. Over the semester, we will explore a series of questions using empirical research from leading scholars: What are the origins, consequences, and the future of capitalism? Why did some states and nations become so powerful, some economies so wealthy? Who benefited from economic growth and expanding trade? How did government and private entrepreneurs contribute to economic development? Assessment

will be primarily based on papers analyzing the assigned readings and in class discussion. Prerequisite: Any two History classes, or HIST 2XX Introduction to Economic History. (This course satisfies Social Science and Global Perspective.)

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*HIST 399: Inter-Text Journal*

(Inter-Text Undergraduate Journal for Social Sciences and Humanities.) This course is a practicum aimed at engaging students in the process of scholarly peer-review, academic journal production, and print and digital publishing. Students learn how to use InDesign, an important software suite for visual communication. This 0.25 credit course is graded on a Pass-No Pass basis and requires enrolled students to complete forty (40) hours of work as Editorial Board members while contributing to the production and selection of feature essays, peer review, editing, layout and formatting of the journal, and release of the journal at the annual publication party. Inter-Text aims to publish exceptional student work and foster community among students inside and outside of the classroom in the humanities and social sciences.  
cross listed: POLS 399, ENGL 399, ART 399

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*HIST 420: China, Japan and the West*

This seminar situates the long history of China, Japan and the West in a world historical context, examining the multiple interactions between China and its partners and adversaries in the past. We will touch on sweeping themes, such as the traditional Chinese tribute system, the formation of empire and efforts to create modern nation-states in China and Japan, industrialization and capitalism, Western imperialism, and cultural interchange between China and Japan and the West, through specific historical topics, using primary sources where possible. The goal of this course is to encourage students who are interested in History to develop their capacity to use analytical skills in historical research. (This course satisfies Global Perspective.)  
cross listed: ASIA 420

# Journalism

## Faculty

*Camille Yale*

Associate Professor of Communication  
Chair of Journalism

*David Park*

Professor of Communication

*Rachel Whidden*

Associate Professor of Communication

No major is currently available.

*Requirements for the Minor:*

At least 6 credits, 3 of which must be practice-based courses.

Two required practice-based courses:

- JOUR 120: Introduction to Journalism
- JOUR 320: Advanced Journalism

One other practice-based credit from the following:

- JOUR 200: Journalism Practicum (0.25 credits per semester through working at *The Stentor*; 1 full credit required to fulfill this requirement)
- JOUR 245: Music Journalism in the Digital Age
- JOUR 390: Journalism Internship (JOUR 120 & JOUR 320 as prerequisites)
- Any one of these courses (additional prerequisites may be required):

- ART 344: Digital Color Photography
- CHIN 313: Chinese for International Affairs & Business
- ENGL 368: Advanced Nonfiction Writing
- ENGL 392: Publishing Practicum
- SPAN 320: Spanish for International Affairs & Business
- THTR/ENGL 257: Theater Criticism

Three additional courses, at least one of which must be a 300- or 400-level course:

- BIOL 114: Truth and Lies in Medical News
- COMM 281: Theories of Mass Communication
- COMM 287: Media Systems and Institutions
- COMM 381: History and Theory of Freedom of Expression
- COMM 385: The Public Sphere
- COMM 389: Political Economy of Media
- COMM 420: Senior Seminar: Journalism, Culture, and Society
- POLS 224: Mass Media & American Politics

### **Learning Outcomes**

The expected Student Learning Outcomes for the Journalism Program are:

1. The journalism minor will be able to compose news stories ethically, with a correct application of AP style, and with a firm understanding of how effectively to organize a news report.
2. The journalism minor will demonstrate a familiarity with the basics of news literacy.

## Journalism Courses

### *JOUR 120: Introduction to Journalism*

Introduction to Journalism presents students with the skills and information that are essential for reliable, accurate, and independent news reporting. This course addresses the fundamental skills associated with journalistic writing, and presents students with the essential issues facing journalism today. In addition to writing, this course addresses the laws, ethics, and fundamentals of news literacy, with a keen focus on the critical thinking skills required for news judgment.

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### *JOUR 200: Journalism Practicum: The Stentor*

This practicum gives students an opportunity to earn Lake Forest College credit by working for the campus newspaper: The Stentor. Students who enroll in this course will work for the Stentor as editors, reporters, or columnists (or other jobs suggested by the Stentor advisor). The course will be graded on a P/F basis only. Students will qualify for credit in this course if they complete 40 hours of work per semester. JOUR 200 counts for .25 credits per semester of enrollment. The course is overseen by the faculty advisor for The Stentor, who will arrange for grade/credit assignments in consultation with the chair of the Communication Department. Only one full credit (four semesters of JOUR 200) may be counted toward Lake Forest College graduation. No prerequisites.

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### *JOUR 320: Advanced Journalism*

Though we have recently seen dramatic changes in how news consumers receive their news, what has not changed is the need for solid reporting and writing skills. This course gives students the opportunity to learn the intricacies of specific types of journalistic writing, including news, feature, sport, investigative/in-depth, opinion and review writing. Advanced Journalism also

introduces students to techniques relating to journalistic style and editing. Using the fundamentals taught in Introduction to Journalism (Communication 120), students in Advanced Journalism write stories and opinion pieces to be used in the editorial production of student media at Lake Forest College. Prerequisite: JOUR 120 or COMM 120.



# Latin American and Latinx Studies

## Faculty

*Marilén Loyola*

Assistant Professor of Spanish  
Chair of Latin American and Latinx Studies

*Joao Gregoire*

Assistant Professor of Latin American and Latinx Studies and History

*Denise Kripper*

Associate Professor of Spanish

*Gizella Meneses*

Professor of Spanish and Latin American and Latinx Studies

Major and Minor in Latin American and Latinx Studies

The Major and Minor in Latin American and Latinx Studies were redesigned in 2022. The new requirements will apply to all students who matriculate in Fall Semester 2022 and thereafter (see College Catalog pdf archives for major and minor requirements before Fall 2022).

Requirements for the Major:

At least 9 credits

- One of the following two courses:
  - LNAM 180: Introduction to Latin American and Latinx Studies
  - LNAM 231/SOAN 231: Histories and Cultures of Latin America

- 2 courses in the social sciences chosen from list below or Off-Campus Study with advisor's approval:

- LNAM 219/POLS 219: The Politics of Latin America
- LNAM 233/HIST 233: Latinx Chicago
- LNAM 241/SOAN 241/GSWS 241: Body-Maps: Decolonial Notions of Gender and Territory in Latin America
- LNAM 245/ECON 245: Child Labor in Latin America
- LNAM 255/POLS 280: Politics of Mexico
- LNAM 280: The Mexican-American Border
- LNAM 313/HIST 313: Latinx Oral History
- LNAM 316/SOAN 316: Colonialisms & Resistance
- LNAM 329/POLS 319: Campaigns & Elections in L America
- LNAM 340/ENTP 340/GSWS 339: Inclusive Innovation
- Other course in Sociology & Anthropology on Latin America with advisor's permission

- 2 courses in the arts and humanities chosen from list below or Off-Campus Study with advisor's approval:

- LNAM 223/LING 223/MUSC 223/PORT 223: Brazilian Music, Language, Culture
- LNAM 218/MUSC 218: Music of Brazil: From Samba to Pop
- LNAM 226/ARTH 226: Colonial Latin American Art
- LNAM 236/SPAN 236/CINE 236/LCTR 236: Latin American Film
- LNAM 303/SPAN 303/MUSC 303: Paisajes sonoros de América Latina
- LNAM 306/SPAN 306: Introduction to Latin American Culture

- LNAM 320/SPAN 320: Spanish for Business, Law, and International Relations
  - LNAM 325/SPAN 325: U.S. Latinx Literature and Culture
  - LNAM 333/SPAN 333/CINE 337: Cine e Historia en América Latina
  - LNAM 335/SPAN 335: Survey of Latin American Literature
  - LNAM 338/SPAN 338/CINE 341: Cine Latinoamericano
  - LNAM 350/SPAN 350/LCTR 350: Contemporary Latin American Literature in English
  - LNAM 365/SPAN 365: Latin American Narrative
  - LNAM 380/SPAN 380/CINE 380: Cine, Literatura y Sociedad América Latina
  - LNAM 385/SPAN 385: Migrating Scenes: Movement and Migration in Spain and Latin America
  - Any course in Spanish, or Literature in Translation on Latin America with advisor's permission
- Three additional elective courses at the 300-level, chosen from listings above or Off-Campus Study with advisor's approval:
    - Off-Campus Study – Course credit gained through participation in study programs in Latin America may be used to fulfill part of the electives requirement. All such credit must be approved in advance by the Latin American and Latinx Studies Committee.
    - Other alternatives – A maximum of two credits may be obtained through tutorials, research projects, creative projects, and internships.
- Completion of the Senior Studies requirement in one of the following ways:
    - LNAM 400/SPAN 400/GSWS 400: Special Studies: Women's Voices in Latin America
    - LNAM 480/SPAN 480 Literature & History in Hispanic World

- Senior thesis
- Senior research project

## Language Proficiency

Students must demonstrate language proficiency in Spanish or Portuguese. This requirement may be met through examination or by completing a Spanish or Portuguese course at the 300 or 400 level.

*Requirements for the Minor:*

At least 6 credits

- One of the following two courses:
  - LNAM 180: Introduction to Latin American and Latinx Studies
  - LNAM 231/SOAN 231: Histories and Cultures of Latin America
- 2 courses in the social sciences chosen from list below or Off-Campus Study with advisor's approval:
  - LNAM 219/POLS 219: The Politics of Latin America
  - LNAM 233/HIST 233: Latinx Chicago
  - LNAM 241/SOAN 241/GSWS 241: Body-Maps: Decolonial Notions of Gender and Territory in Latin America
  - LNAM 245/ECON 245: Child Labor in Latin America
  - LNAM 255/POLS 280: Politics of Mexico
  - LNAM 280: The Mexican-American Border
  - LNAM 313/HIST 313: Latinx Oral History
  - LNAM 316/SOAN 316: Colonialisms & Resistance
  - LNAM 329/POLS 319: Campaigns & Elections in L America
  - LNAM 340/ENTP 340/GSWS 339: Inclusive Innovation

- Other course in Sociology & Anthropology on Latin America with advisor's permission
- 2 courses in the arts and humanities chosen from list below or Off-Campus Study with advisor's approval:
  - LNAM 223/LING 223/MUSC 223/PORT 223: Brazilian Music, Language, Culture
  - LNAM 218/MUSC 218: Music of Brazil: From Samba to Pop
  - LNAM 226/ARTH 226: Colonial Latin American Art
  - LNAM 236/SPAN 236/CINE 236/LCTR 236: Latin American Film
  - LNAM 303/SPAN 303/MUSC 303: Paisajes sonoros de América Latina
  - LNAM 306/SPAN 306: Introduction to Latin American Culture
  - LNAM 320/SPAN 320: Spanish for Business, Law, and International Relations
  - LNAM 325/SPAN 325: U.S. Latinx Literature and Culture
  - LNAM 333/SPAN 333/CINE 337: Cine e Historia en América Latina
  - LNAM 335/SPAN 335: Survey of Latin American Literature
  - LNAM 338/SPAN 338/CINE 341: Cine Latinoamericano
  - LNAM 350/SPAN 350/LCTR 350: Contemporary Latin American Literature in English
  - LNAM 365/SPAN 365: Latin American Narrative
  - LNAM 380/SPAN 380/CINE 380: Cine, Literatura y Sociedad América Latina
  - LNAM 385/SPAN 385: Migrating Scenes: Movement and Migration in Spain and Latin America

- Any course in Spanish, or Literature in Translation on Latin America with advisor's permission
- One additional elective course at the 300-level, chosen from listings above or Off-Campus Study with advisor's approval:
  - Off-Campus Study – Course credit gained through participation in study programs in Latin America may be used to fulfill part of the electives requirement. All such credit must be approved in advance by the Latin American and Latinx Studies Committee.
  - Other alternatives – A maximum of two credits may be obtained through tutorials, research projects, creative projects, and internships.

### **Learning Outcomes**

The expected Student Learning Outcomes for the Latin American and Latinx Studies Program are:

1. The Latin American Studies major will be able to demonstrate the ability to analyze critically using various multi-disciplinary methods a major social, political, economic, cultural or scientific issue facing a country (or countries) in the region.
2. The Latin American and Latinx Studies major will be able to demonstrate familiarity with aspects of Latin American artistic phenomenon (e.g., literature, film, and painting).
3. Latin American and Latinx Studies majors will reflect understanding of target cultures related to the language studied in culture-based courses and off-campus programs.

### **Latin American and Latinx Studies Courses**

*LNAM 180: Intro to Latin American and Latinx*

(Introduction to Latin American and Latinx Studies.) This course provides and overview of Latin American and Latinx history, politics, culture, and literature. Topics include major events and persons, as well as social issues and movements pertaining to Latin American migration to the United States,

including expressive cultures and art, anthropology, and politics. No prerequisites. (This course satisfies Global Perspective.)

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*LNAM 218: Music of Brazil: From Samba to Pop*

Moving from studio recordings of samba and pop artists to field recordings of indigenous musicians, we explore the musical practices of Brazil throughout the twentieth and twenty-first centuries. As we delve into the contours and contexts of music scenes across the spectrum from bossa nova to hip hop, we begin to unpack what motivates musicians to create song as well as the meanings that these musicians and their listening audiences derive from such processes. Students garner essential knowledge about musical expressions in Brazil, including, but not limited to, Carnival, capoeira, country (sertanejo), folk (maracatu, afoxé, forró, repente, samba-reggae), gospel, MPB (música popular brasileira), hip hop, choro, samba, bossa nova, and Afro-Brazilian sacred music (Candomblé and Congado). Moreover, the goal of learning about these genres is not only to develop keen playing and listening skills, but also to hone skills in cultural understanding, collaboration, and empathy. To understand how Brazilian music is a site for racial justice, community, and historical struggle is to begin to develop a clear-eyed view of how Brazilians inhabit the social fabric of humanity in striking and meaningful ways. Learning activities entail lectures, class discussions, guest demonstrations, and student presentations and projects that incorporate creative analysis, writing, and invention. No prerequisites. (This course satisfies Humanities and Global Perspective.)

cross listed: MUSC 218

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*LNAM 219: Politics of Latin America*

An introduction to politics and social change in Latin America. Study will focus on several Latin American countries and on special topics such as human rights, religion, the military, land reform, women, and population policy. (This course satisfies Social Science and Global Perspective.)

cross listed: POLS 219, IREL 259

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*LNAM 223: Brazilian Music, Language, Culture*

This introductory course is designed to develop the student's ability to comprehend, speak, read, and write basic controlled patterns of the Portuguese language. Brazilian music is used as an important tool to reinforce aural and written language acquisition as well as to provide specific cultural context through the examination of historical, social, and political elements of the music. The course draws from comparative linguistics to enhance student learning by making explicit connections between Portuguese and other Romance languages (French, Spanish). No prerequisites. (This course satisfies Global Perspective.)

cross listed: LING 223, PORT 223, MUSC 223

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*LNAM 226: Colonial Latin American Art*

This course will consider the arts of Central and South America from the conquest to independence (ca. 1500-1850) and will explore the intersections among art, culture, and power in the specific conditions of Colonial Latin America. (This course satisfies Global Perspective.)

cross listed: ARTH 226

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*LNAM 230: Indigenous History of the Americas*

This course is a survey of Indigenous history from pre-colonization to the present across both North and South America. Throughout the Americas, Native people built complex systems of cultural grandeur and political interaction. These cultures may have changed but certainly did not vanish when these groups came into contact with European colonizers. Rather, Indigenous people created new strategies for survival in a changing geopolitical reality, and impacted the development of emerging nations like the United States. In modern times, Indigenous people continue to fight for



recognition of their sovereignty and rights. This course connects Indigenous history to issues related to nation-building, citizenship, economic change, and multiculturalism. No prerequisites. (This course satisfies Humanities.)  
cross listed: HIST 231

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*LNAM 231: Histories & Cultures Latin America*

This course introduces students to modern historical, ethnohistorical, and anthropological approaches to the indigenous populations of Latin America. The course will focus on the conflict and crisis that have characterized the relationship between the native inhabitants of the New World and the Old World immigrants and their descendants whose presence has forever changed the Americas. This conflict, and the cultures that emerged from it, will be traced both historically (starting with the 'conquest') and regionally, focusing on four distinct areas: central Mexico; Guatemala and Chiapas; the Andes; and the Amazon. (This course satisfies Social Science and Global Perspective.)  
cross listed: SOAN 231, IREL 272

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*LNAM 233: Latinx Chicago*

This course explores the history of Chicago's diverse Latinx communities from 1900 to the present. We focus on Mexican and Puerto Rican Chicagoans, but students also have the opportunity to explore other communities. We examine migration experiences and community formation in Chicago neighborhoods, and how Latinx communities have understood their own identity. We study how Latinx groups organized social and political movements for empowerment; engaged in struggles around employment, education, and housing; and confronted policing, deportation, and displacement. Through these efforts, Latinx communities shaped public policy at the local and national level. Finally, we investigate how race, ethnicity, gender, class, and religion have been understood within Latinx communities and have shaped their experiences in the city. No prerequisites. (This course satisfies Domestic

Pluralism and Speaking Intensive.)  
cross listed: HIST 233, GSWS 233

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*LNAM 236: Latin American Film in English*

Taught in English. An interdisciplinary study of Latin American film, from multiple perspectives: artistic, historical, political, and socio-economic. This course will highlight the artistic achievements of Latin American filmmakers from Argentina, Brazil, Chile, and Mexico. We will use selected readings from original works for films that are based on fiction. A number of films have been Academy Award nominees or winners. Further readings will include a history of Latin American cinema, movie reviews, and interviews with directors. The course will scrutinize the links among cultural phenomena, socio-political events, and the art of filmmaking. No prerequisites. (This course satisfies Humanities and Global Perspective.)

cross listed: SPAN 236, CINE 236, LCTR 236

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*LNAM 241: Gender and Territory in Latin Amer*

Body-Maps: Decolonial Notions of Gender and Territory in Latin America. This course explores how socio-spatial and territorial relations are marked by gender, race, and class in Latin America. From a feminist anthropological and geographical perspective, we revisit different territorial struggles in Latin America and the role of gender in these mobilizations. Specifically, we examine how power functions in "the body" or the self, but also in human and non-human relations, which are traversed by colonial nation-State and imperialist formations. This course not only engages in critical dialogues on space, and the ways in which race, gender, and class are experienced in the everyday life, but also how these territorial spaces become contested places for Black, Indigenous and other racialized subjects to imagine and produce decolonial futures. No prerequisites. (This course satisfies Social Science and Global Perspective.)

cross listed: SOAN 241, GSWS 241

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*LNAM 245: Child Labor in Latin America*

Explores the role of child labor in the economies of developing Latin American countries, focusing on the question 'Do countries need to use child labor to industrialize?' Historically, industrialized countries have relied heavily on children to work in factories and mines. Today it appears history is repeating itself as developing countries utilize children in the informal sectors. The employment of children in Brazil, Colombia, Peru, Chile, and Argentina will be examined in detail. The economic, political, social/cultural, and technological explanations for child labor will be explored for each country. Prerequisite: ECON 110. (This course satisfies Global Perspective.)  
cross listed: ECON 245

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*LNAM 255: Politics of Mexico*

This course introduces students to modern Mexican politics. Topics include Mexico's political institutions, economic development, immigration and border issues, racial and ethnic politics, and the challenge to deepening Mexico's democracy by what some scholars have termed "narco-politics." This course also explores Mexico's relationship with the United States to the north and Latin America to the south. No prerequisites. (This course satisfies Social Science and Global Perspective.)  
cross listed: POLS 280

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*LNAM 257: History of Mexico & the Borderlands*

Mexican culture and history has often been mythologized, stereotyped, or misunderstood -- but an accurate knowledge of the development of Mexico is essential for understanding its current role in the world. This course broadly surveys Mexican history from the pre-Conquest period through modern times, including a particular focus on the current Mexican-American border as well

as regions that historically bordered Mexico (such as modern-day Florida, Central America, and even Spanish territories in the Pacific). The meaning of progress, indigenous culture, imperialism's impact, racial/ethnic identity, and popular mobilization are among its recurring themes. (This course satisfies Humanities and Global Perspective.)

cross listed: HIST 272, IREL 228

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*LNAM 280: The Mexican-American Border*

This course focuses on the Mexican-American border and how its unique location in the world has created a culture, language, politics, religion, and economy that reflect the interdependence between these two neighboring countries. The course begins with the history of the border from the Gadsden Purchase in 1854 to the passage of NAFTA in 2004 and then examines the impact of free trade on Mexico. The course explores how people (immigration - both legal and illegal), resources (oil, workers), consumer products (household appliances, food, music, and art), environmental waste (toxic waste, water and air pollution) and technology (outsourcing) cross borders as globalization impacts both Mexicans and Americans. No prerequisites. (This course satisfies Social Science and Global Perspective.)

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*LNAM 302: The Latin American World in English*

Taught in English. A study of native peoples of the American Indian civilizations from multiple perspectives: historical, political, sociological, and literary. Course materials include readings and lectures on a wide variety of topics, discussions, films, videos, slides, and music. Students with a knowledge of Spanish and/or Portuguese may work with bilingual materials. May count toward the Spanish major. No prerequisites. (This course satisfies Global Perspective.)

cross listed: SPAN 337, LCTR 237

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*LNAM 303: Paisajes sonoros de América Latina*

(Paisajes sonoros de América Latina: Música, política y poder.) This course considers Latin American music within a broad cultural, political, and historical framework. Latin American musical practices are explored by illustrating the different ways in which aesthetics and society are intersected through music. Our discussions will be framed by a range of concepts pertinent to Latin American contexts such as colonialism, diaspora, mestizaje, globalization, migration and community. This course will examine popular music from Latin America, and consider a song a reflection of socio-political, historical, and cultural movements. Coursework will include listening to and viewing performances and reading historical and critical texts on music and its relation to politics. Prerequisite: SPAN 212 or higher 200-level course, or placement exam recommendation or permission of instructor.  
cross listed: SPAN 303, MUSC 303

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*LNAM 305: The Civilization of Spain*

This course is an introduction to the history, art, music, literature, and customs of Spain. Course conducted in Spanish. Prerequisite: One higher 200-level Spanish course (ie. above SPAN 212) or placement exam recommendation or permission of instructor. (This course satisfies Global Perspective.)  
cross listed: SPAN 305

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*LNAM 306: Intro Latin American Culture*

This course will be taught in Spanish. It is designed to provide an introductory overview of Latin America's development focusing on its cultural manifestations through time. Films, music, and art will supplement readings for a better understanding of the cultural heterogeneity of Latin America, its past, and its present reality. Prerequisite: One higher 200-level Spanish course (ie. above SPAN 212) or placement exam recommendation or permission of instructor. (This course satisfies Humanities and Global

Perspective.)  
cross listed: SPAN 306

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*LNAM 313: Latinx Oral History*

One of the best ways to understand the history of a community is to talk to those who have lived it. The history of people of Latin American descent is a growing subfield of history, but much remains to be learned about Latinx migration, employment, politics, and culture; differences along lines of class, race, gender, region, and nationality; and how these experiences have changed over time. This course introduces you to the practice of oral history, or recording an individual's personal story, which is a method often used to collect voices left out of dominant narratives. The course also draws on the narrative tradition of "testimonio," with roots in Latin American liberation and anti-imperialist movements, in which the narrator is empowered by voicing their experience. This course guides you in conducting your own interviews with Latinx individuals. The ability to speak Spanish is helpful but not required. (This course satisfies Experiential Learning and Domestic Pluralism.)  
cross listed: HIST 313

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*LNAM 316: Colonialisms and Resistance*

This course examines colonialism, anticolonialism, and decolonization: when does colonialism start, and when does it end? What does it mean to be decolonized? What are some anticolonial movements in the Americas? How does a decolonial future look? In this class, we read both colonial-era thinkers and their later interpreters, and we also explore anticolonial and decolonial resistance movements in the Americas. Through this course, students will become conversant in the major debates, issues, and different theories of colonialism, decolonization, settler colonialism, and anticolonialism scholarship and activism. We will work to understand the diverse histories of colonialism/anticolonialism, and the ways these divergent histories influenced scholarship. Students will also begin to distinguish the intersections between this literature and feminist theory, queer theory, and critical race theory.

Prerequisite: SOAN 110. (This course satisfies Social Science and Global Perspective.)  
cross listed: SOAN 316

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*LNAM 320: Spanish for Business, Law, Intl Rel*

(Spanish for Business, Law, and International Relations) This course prepares students to understand and produce conversational and written Spanish for business, law, and international affairs. Students practice using specialized vocabulary and concepts associated with contractual and diplomatic negotiation, banking and business, and law and public policy. Cultural and historical topics for discussion may include the financial crash of the early 2000s in Argentina; the rise and fall of Brazil's economy; foreign investment in Mexico, Central America, and the Caribbean; Spain's economic precarity after the 2008 financial crisis; trade, banking, and diplomatic relations between the U.S. and Latin America; marketing to Latino communities in the U.S. compared to different countries in Latin America; and human rights law and immigration policies in the U.S. This course balances intercultural knowledge with language tools, including vocabulary building, conversation practice, listening comprehension, and the acquisition of idioms necessary for intercultural communication and competence in Spanish-speaking contexts. Course materials include feature films, documentaries, and readings drawn from news sources. Particularly recommended for students who are considering careers in economics, business, politics, law, and international relations. Prerequisite: SPAN 212 or higher 200-level course, or placement exam recommendation or permission of instructor. (This course satisfies Global Perspective and Speaking Intensive.)  
cross listed: SPAN 320

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*LNAM 325: U.S. Latinx Literature and Culture*

This course is taught in Spanish. It is designed to familiarize students with the cultural phenomena produced in the United States by the presence of two major Hispanic groups: Mexican Americans (20.6 million) and Puerto Ricans

(3.4 million). The course will examine the historical, political, and cultural development of the Mexican American/Chicano and the Puerto Rican/Boricua Hispanic heritage. The main objective is to provide the students with an overall social and literary understanding and to recognize the cultural contribution made by these two important Hispanic groups. Topics such as neo-colonialism, popular culture, national identity, gender representation in art and literature, religious syncretism, and economic impact on the workforce will be explored. Literary texts by outstanding Chicano and Boricua authors will be included. Prerequisite: One 300-level Spanish course or permission of instructor. (This course satisfies Domestic Pluralism and Writing Intensive.)  
cross listed: SPAN 325

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*LNAM 329: Campaigns & Elections in L America*

This course focuses on the study of elections, campaigns, leaders, and political parties in Latin America. This seminar covers recent (each year's elections and campaigns) and previous electoral processes in the region. The course examines how parties and voters interact and how parties in the region have developed different strategies to engage voters. The seminar also addresses the electoral processes: who can become a candidate, why, when, where people vote, and the different rules set up by countries for the electoral processes. In this seminar, we also study what happens during the campaigns with a particular focus on electoral violence, and violence against women in elections. The seminar is designed to provide a foundation for the development of original research and innovative theoretical approaches that can contribute to the study of the region and comparative politics more generally. (This course satisfies Social Science and Global Perspective.)  
cross listed: POLS 319, IREL 351

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*LNAM 333: Cine e Historia en América Latina*

The course examines the ways that movies view historical events and periods, while at the same time shaping public perception of those events and periods in Latin America. Examples of topics are the Conquest of the



Americas, the legacy of Peron, the Castro and post-Castro eras in Cuba, the Catholic Church in Mexico, dictatorship and democracy in Brazil and Chile, and narco-trafficking. The basic format will be discussion with occasional interactive lectures. Readings will include essays on cinema and history. Students will view films mostly in DVD format from several countries. Assignments will include short essays, oral presentations, and a midterm and a final exam. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (Counts toward the Spanish major and minor. ) (This course satisfies Global Perspective.)  
cross listed: SPAN 333, CINE 337

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*LNAM 334: Cine Español*

An interdisciplinary study of Spanish film, from multiple perspectives: artistic, historical, political, and socio-economic. This course will highlight the artistic achievements of Spanish filmmakers from several periods, including Luis Buñuel, Carlos Saura, and Pedro Almodovar. Readings will include essays on film history, the language of cinema, movie reviews, and interviews with directors. The course will scrutinize the links among cultural phenomena, socio-political events, and the art of filmmaking. Films will be treated as complex aesthetic objects whose language does not merely photograph socio-historical reality but transfigures it. The course will also consider Spain in its broadest Iberian sense and will include films in Catalan, Galician, and Portuguese. Classes will be based mainly on discussion interspersed with occasional lectures. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (This course satisfies Global Perspective.)  
cross listed: SPAN 334, CINE 339

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*LNAM 335: Survey of Latin American Lit*

(Survey of Latin American Literature) The development of Latin American letters from the nineteenth-century movements of independence to the contemporary period. Readings will include novels, short stories, poetry, plays, and essays. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or

permission of instructor.  
cross listed: SPAN 335

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*LNAM 336: Crime Fiction*

Latin American and Spanish authors have a rich history of crime and detective fiction that extends to the turn of the 20th century. In Latin America and Spain, crime fiction is referred to as *novela negra* and detective fiction is referred to as *novela políciaca*. This course serves as an introduction to Latin American and Spanish crime and detective fiction, ranging from the early 20th-century *novela negra* to 21st-century narco-narratives. In particular, we compare crime and detective fiction to hard-boiled stories and their sub-genres, examine the genre's link to film, and investigate the works' socio-historical and political contexts such as globalization and immigration. Prerequisite: SPAN 250 or 255, or one 300-level course or placement exam recommendation or permission of instructor.. (This course satisfies Humanities and Global Perspective.)

cross listed: SPAN 336

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*LNAM 338: Cine Latinoamericano*

An interdisciplinary study of Latin American film, from multiple perspectives: artistic, historical, political, and socio-economic. This course will highlight the artistic achievements of Latin American filmmakers from Argentina, Brazil, Chile, and Mexico. We will use selected readings from original works for films that are based on fiction. A number of films have been Academy Award nominees or winners. Further readings will include a history of Latin American cinema, movie reviews, and interviews with directors. The course will scrutinize the links among cultural phenomena, socio-political events, and the art of filmmaking. Films will be treated as complex aesthetic objects whose language does not merely photograph socio-historical reality but transfigures it. Classes will be based mainly on discussion interspersed with occasional lectures. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of

instructor. (This course satisfies Global Perspective.)  
cross listed: SPAN 338, CINE 341

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*LNAM 340: Inclusive Innovation*

While entrepreneurs top the list of Forbes richest Americans, diversity does not. Why are women, people of color, and other groups persistently excluded from entrepreneurial resources? How might we make entrepreneurship more inclusive to drive disruptive innovation, help people reach their full potential, and propel positive economic growth? This course surveys the deeper (and often hidden) causal factors that have contributed to and reinforced entrepreneurial exclusion. We examine disparities at the macro- and micro-level (i.e., gender, race, sexuality, geography, ability, age) through case studies, reading, hands-on activities, and student research projects. Students propose their own reasoned and researched solutions to address the business case for access and inclusion not as a charitable cause but as an economic imperative. The course concludes with students pitching their solutions on how to empower an underrepresented group, increase access to high-quality tools to find problems worth solving for this group and the resources to solve them, and create new channels for revenue from a previously underserved and ignored market. Prerequisite: Sophomore standing. (This course satisfies Domestic Pluralism.)  
cross listed: ENTP 340, ETHC 339, GSWS 339

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*LNAM 345: Latino Identities in Chicago*

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*LNAM 350: Contemp Latin Amer Lit in English*

(Contemporary Latin American Literature in English.) During the twentieth century, the narrative fiction of Latin America exploded onto the international literary scene. This course focuses on the precursors of the so-called 'boom' writers (Jorge Luis Borges, Graciliano Ramos) and the boom's major writers (Julio Cortazar, Gabriel Garcia Marquez, Juan Rulfo, Carlos Fuentes, Jorge Amado), as well as its more recent figures (Isabel Allende, Clarice Lispector, Laura Esquivel, Manuel Puig), who take us into the twenty-first century. The course includes film adaptations of Latin American fiction. Special consideration is given to the aesthetic and historical contexts of these authors and their works. Students with a knowledge of Spanish or Portuguese may work with bilingual materials if they so choose. No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: SPAN 350, LCTR 350

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*LNAM 370: Hispanic Verse: Romances to Rap*

(Hispanic Verse: From Romances to Rap) The aim of this course is to help students read and understand poetry in Spanish. By approaching the works of relevant Spanish and Latin American poets from different perspectives, students will become more familiar with poetry and the historical context in which the texts were written. Part of the course is dedicated to introducing the creative mood of literature and studying the relationship between music and poetry: from its traditional formats to the most contemporary ones, including musical forms. The class will read and discuss some of the best-known poems of Hispanic literature from the 16th Century to the present; students will also have the chance to unleash their imagination by writing their own creative pieces...or songs...after all, a well-known musician (isn't he a poet?) won the Nobel Prize in Literature in 2016. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (This course satisfies Global Perspective.)  
cross listed: SPAN 370

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*LNAM 380: Cine, Literatura y Sociedad Amr Lat*

(Cine, Literatura y Sociedad Am?ca Latina) This course is an interdisciplinary study of Latin American societies, focusing on film and literature from multiple perspectives: artistic, historical, political, and socio-economic. The seminar will highlight the magisterial artistic achievements of Latin American novelists, short story writers, and playwrights and film adaptations of their works. It will scrutinize the links between socio-political events and artistic production. Seminar materials will include films, chapters from novels, short stories, plays, and readings on film, social issues, and politics. The basic format will be discussion with occasional interactive lectures. Assignments will include short essays, oral presentations, and a final exam. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (This course satisfies Global Perspective and Writing Intensive.)  
cross listed: SPAN 380, CINE 380

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*LNAM 381: Radical Women: Latina/x Artists*

(Radical Women: Cross-disciplinary Approaches Latina / Latinx Artists.) Inspired by the 2017 exhibition of the same name, Radical Women is a seminar that immerses students in the practices of LatinX and Latina women artists from 1960 through the present. Using work by artists including Lygia Clark, Ana Mendieta, and Cecilia Vicuña as a starting point, students engage with contemporary practitioners whose work echoes these practices. The course focuses on ways in which artists engage the political body—including through self-portraits, the relationship between the body and landscape, the mapping of the body, the power of words, and repression and resistance. Students conduct research, contribute to discussion, and complete a set of individual and collective assignments including presentations on the artists. Final projects can take the form of a critical or creative research paper or an artistic project in a self-selected medium. Prerequisites: This interdisciplinary seminar is open to students across disciplines and does not require prior studio experience. Prior 200-level Art and Art History, Humanities, or Social Science courses recommended, or by instructor permission. Corequisites: Prior 200-level Art and Art History, Humanities, or Social Science courses recommended, or by instructor permission. Course Fee Applies. (This course

satisfies Humanities and Global Perspective.)  
cross listed: ART 381, GSWS 381

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*LNAM 382: Econ Policy Making in Lat Am*

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*LNAM 385: Migration & AI in Spain/Latin Amer*

(Migrating Scenes: Artificial Intelligence, Imagination, and Migration in Spain and Latin America.) This course examines migration through cultural productions and new technologies to analyze how resilience, imagination, and human connection shape immigrants' experiences, welfare, and futures. Course materials include graphic novels, film, theater, fiction/narrative, visual art, and memoir. Alongside these, students research current events and explore how Artificial Intelligence is impacting the experiences of migrants and policy debates about immigration. Key questions include: How is AI being harnessed globally to analyze migration trends, make migratory projections, and develop infrastructure in immigrant-welcoming communities? How are immigrants using chatbots and other AI technologies to facilitate their migration and integration efforts? How can AI cultivate a more humane, ethical approach to migrants worldwide? The course is conducted in Spanish and is structured along a variety of migration trajectories connected to Spain and/or Latin America. Course goals include a comparative, critical understanding of migration as a dynamic, global experience of crisis, resilience, and cultural transformation whose future is deeply tied to AI technologies. Prerequisite: One higher 200-level Spanish course (above SPAN 212), placement exam recommendation, or permission of instructor. (This course satisfies Global Perspective and Technology Intensive.)  
cross listed: SPAN 385

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*LNAM 389: Inter-American Human Rights System*

This course studies the political history of human rights in Latin America. Human rights are the universal entitlements - political, economic, social, cultural, etc. - that apply equally to all human beings regardless of their nationality. More specifically, the course investigates the development of the Inter-American Human Rights System and how it has given rise to human rights conventions and other human rights milestones in the Americas. It studies the multiple conventions that form the system and how they came into being. Additionally, the course also focuses on the system's multiple enforcement mechanisms that are meant to ensure the protection of human rights in the region. Prerequisite: POLS 110 or permission of instructor (This course satisfies Global Perspective.)  
cross listed: POLS 389, IREL 389

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*LNAM 400: Women's Voices in Latin America*

An author, thinker, movement, or group of works studied in depth. All work in Spanish. This course will examine the role of women in Hispanic culture. Important figures such as La Malinche, Sor Juana Ines de la Cruz, and Eva Peron as well as the fiction, poetry, and films of Rosario Castellanos, Clarice Lispector, Gabriela Mistral, Isabel Allende, Rigoberta Menchu, Maria Luisa Bemberg, and Alicia Steimberg will be studied. Prerequisite: Two 300-level Spanish courses, including SPAN 300 or equivalent, or permission of instructor. (This course satisfies Global Perspective.)  
cross listed: SPAN 400, GSWS 400

# Legal Studies

## Faculty

*Stephanie Caparelli*

Assistant Professor of Politics  
Chair of Legal Studies

*Glenn Adelson*

Associate Professor of Environmental Studies

*David Boden*

Associate Professor of Sociology

*Siobhan Moroney*

Associate Professor of Politics

*Evan Oxman*

Associate Professor of Politics

Minor in Legal Studies

No major is currently available.

*Requirements for the Minor:*

At least 6 credits

- Politics 260: Introduction to Legal Studies
- 1 of the following courses:
  - Philosophy 156: Logic and Styles of Arguments
  - Communication 253: Argumentation and Advocacy



- at least 4 additional courses, 2 of which must be at the 300-level – the 4 courses must be from 2 or more different departments
  - American Studies 200: Topics: Law and Literature
  - Communication 250: Classical Rhetorical Tradition
  - Communication 381: History and Theory of Freedom of Expression
  - Communication 387: Rhetoric of Law
  - Economics 345: Economics and Law
  - Education 310: Equity and Social Justice in Education
  - Entrepreneurship and Innovation 260: Developing, Protecting and Monetizing Intellectual Property
  - Environmental Studies 236: Environmental Politics and Policy
  - Environmental Studies 361: Environmental Law
  - Environmental Studies 387: Who Speaks for Animals?
  - Environmental Studies 388: Who Speaks for Nature?
  - History 239: History of Education in American Society
  - History 288: Gender, Sex, and Power in U.S. History
  - History 306: Civil Rights Movement
  - History 312: Immigration in U.S. History
  - History 340: Topics in East Asian History: Law and Society in China
  - Philosophy 240: Philosophy of Law
  - Politics 243: Fake News, Free Speech and Foreign Influence in American Democracy
  - Politics 255: Civil Disobedience and Political Obligation
  - Politics 261: American Constitutional Law
  - Politics 262: Jurisprudence: Philosophy of American Law
  - Politics 265: Immigration Law and Policy

- Politics 266: The Judiciary
- Politics 267: Intro to Criminal Law & Procedure
- Politics 268: Law, Medicine and Ethics
- Politics 269: Testimony and Trials
- Politics 270: Race and Criminal Justice
- Politics 271: Criminal Law and Forensic Medicine
- Politics 275: Security and Liberty
- Politics 325: Punishment
- Politics 346: International Humanitarian Law
- Politics 348: International Law
- Politics 351: Justice and the Law
- Politics 361: The First Amendment
- Politics 363: The Fourteenth Amendment
- Politics 364: The Fourth Amendment
- Politics 365: Civil Liberties
- Politics 369: Special Topics in Public Law: Federal Indian Law
- Politics 482: Affirmative Action
- Politics 484: Senior Seminar in American Politics and Law: Searches, Seizures, and Security
- Politics 486: Global Justice
- Psychology 430: Psychology and the Law
- Sociology & Anthropology 240: Deviance
- Sociology & Anthropology 290: Social Problems and Social Policy
- Sociology & Anthropology 395: Law, Culture and Society
- independent study on legal topics, administered through a related academic department

- internship credit with substantive engagement with legal issues, administered through a related academic department – could include work with law enforcement, social work, juvenile justice, prosecutors or defenders, law firms, etc.

Courses with substantial legal content will qualify for legal studies credit per approval of the legal studies minor department chair.

Courses that do not qualify as legal topics, may have substantial legal content integrated into the course by agreement of the instructor and student so that it qualifies for legal studies credit per approval of the legal studies minor department chair

### **Learning Outcomes**

1. A legal studies minor will understand that legal systems and their outcomes can be influenced by the demographic profiles of the participants, not limited to race, class, sex, gender, religion, sexual orientation, geographical location, physical and mental health.
2. A legal studies minor will be capable of identifying and comprehending how the law is an instrument for resolving grievances, imposing punishment, promoting public good, public benefit, and equality, and enforcing regulation.
3. A legal studies minor will understand how legal practitioners can use legal concepts and language to support different positions, and will be capable of researching, reading, and writing about legal concepts and applying that research to hypothetical legal scenarios.

# Mathematics and Computer Science

## Faculty

*Enrique Trevino*

Associate Professor of Mathematics and Computer Science  
Chair of Mathematics and Computer Science

*Sugata Banerji*

Associate Professor of Computer Science

*Arthur Bousquet*

Associate Professor of Mathematics

*Suha Dajani*

Visiting Assistant Professor of Mathematics

*Andrew Gard*

Assistant Professor of Mathematics

*Cristina Haidau*

Visiting Assistant Professor of Computer Science

*Sara Jamshidi*

Assistant Professor of Computer Science and Mathematics

*Craig Knuckles*

Professor of Mathematics and Computer Science

*Tung Nguyen*

Visiting Assistant Professor of Computer Science

*DeJuran Richardson*

Ernest H. Volwiler Professor of Mathematics, Emeritus

## Requirements

The Department of Mathematics & Computer Science is a joint department that offers 3 majors and 3 minors – a major and minor in data science, a major and minor in mathematics, and a major and minor in computer science.

The Major and Minor in Mathematics and the Major and Minor in Computer Science were redesigned in 2019. The new requirements will apply to all students who matriculate in Fall Semester 2019 and thereafter (see [previous college catalogs](#) for requirements before Fall 2019).

Required courses at the 200-level or higher may count towards the major or minor in data science, mathematics and computer science only if the grade earned in the class is “C-” or better and may be taken Pass-NoPass, as long as the grade originally earned in the class is “C-” or better. Required courses at the 100-level have no minimum grade requirement and may be taken Pass-NoPass.

*Requirements for the Major in Mathematics:*

At least 12 credits

- Computer Science 112: Computer Science I
- Mathematics 110: Calculus I or Mathematics 109: Calculus Ib
- Mathematics 111: Calculus II
- Mathematics 210: Multivariable Calculus
- Mathematics 230: Abstract and Discrete Mathematics
- Mathematics 231: Linear Algebra
- Mathematics 311: Introduction Real Analysis

- Mathematics 330: Abstract Algebra
- Three additional Mathematics courses (MATH prefix) at the 300-level or higher (can substitute no more than one MATH course at the 200-level)
- The Senior Studies requirement, which can be met in one of the following ways:
  - MATH 411: Advanced Topics in Analysis
  - MATH 430: Advanced Topics in Algebra
  - MATH 450: Mathematical Statistics
  - a senior thesis

Internship credit may not be counted toward the major.

*Requirements for the Minor in Mathematics:*

At least 7 credits

- Computer Science 112: Computer Science I
- Mathematics 110: Calculus I or MATH 109: Calculus Ib
- Mathematics 111: Calculus II
- Mathematics 210: Multivariable Calculus
- Mathematics 230: Abstract and Discrete Mathematics
- Mathematics 311: Introduction Real Analysis or Mathematics 330: Abstract Algebra
- One elective, chosen from among: MATH 214, MATH 231, MATH/CSCI 240, or any MATH course at the 300-level or higher

Required courses at the 200-level or higher may count towards the major or minor in data science, mathematics and computer science only if the grade earned in the class is “C-” or better and may be taken Pass-NoPass, as long as the grade originally earned in the class is “C-” or better. Required courses at the 100-level have no minimum grade requirement and may be taken Pass-NoPass.

*Requirements for the Major in Computer Science:*

At least 10 credits

- Mathematics 110: Calculus I or Mathematics 109: Calculus Ib
- Mathematics 230: Abstract and Discrete Mathematics
- Computer Science 112: Computer Science I
- Computer Science 212: Computer Science II
- Computer Science 317: Data Structures and Algorithms
- Computer Science 327: Introduction to Database Systems
- Computer Science 417: Algorithms and Algorithm Analysis
- Two additional Computer Science courses (CSCI prefix) at the 300-level or higher (can substitute one CSCI 200-level course)
- The Senior Studies requirement, which can be met in one of the following ways:
  - CSCI 450: Computer Vision & Machine Learning
  - CSCI 461: Compiler Design
  - CSCI 488: Software Engineering for Web Applications
  - CSCI 489: Advanced Topics in Computer Science
  - a senior thesis

Internship credit may not be counted toward the major.

*Requirements for the Minor in Computer Science:*

At least 6 credits

- One course chosen from the following:
  - Mathematics 110: Calculus I
  - Mathematics 108: Calculus Ia
  - Mathematics 160: Mathematical Methods with Applications
- Computer Science 107: Introduction to Web Programming

- Computer Science 112: Computer Science I
- Computer Science 212: Computer Science II
- Computer Science 317: Data Structures and Algorithms
- One additional Computer Science course (CSCI prefix) at the 200-level or higher

### **Learning Outcomes**

The expected Student Learning Outcomes for the Data Science Department are:

1. Effectively use statistics, computing technology, and computational methods to summarize and analyze various types of data.
2. Communicate the rationale and results of their data analytic work in a clear and effective manner.

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The expected Student Learning Outcomes for the Mathematics Department are:

1. A mathematics major will be able to use mathematics as a tool to describe and solve real-world problems.
2. A mathematics major will demonstrate proficiency with the fundamental rules of logic and proof technique as well as the basic tenets of calculus, linear algebra, abstract algebra, and real analysis.

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The expected Student Learning Outcomes for the Computer Science Department are:

1. A computer science major will be able to demonstrate both the practical and theoretical aspects of computing.



2. A computer science major will demonstrate proficiency with computer programming, problem solving, and design and analysis of computational algorithms, while utilizing current technologies and methodologies.

### **Mathematics courses**

#### *MATH 104: Elem Math from Advanced Standpoint*

(Elementary Math from an Advanced Standpoint) This course presents a critical examination of several topics from elementary mathematics. The course stresses three themes: mathematics in the liberal arts, mathematics from a historical perspective, and mathematics as a problem-solving activity. Topics to be covered include college algebra, numeration systems, non-base-10 representations, and elementary number theory including primes and factorizations, rationals as terminating and repeating decimals, irrationals, simple probability experiments, elementary set theory, and mathematical reasoning. Cross-listed as: EDUC 104; No prerequisites. (This course satisfies Quantitative Reasoning.)  
cross listed: EDUC 104

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#### *MATH 105: Elementary Functions*

Properties of functions with emphasis on polynomial, exponential, logarithmic, and trigonometric functions. Analytic geometry. (Not open to students who have completed Math 110 with a grade of C- or better.) (This course satisfies Quantitative Reasoning.)

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#### *MATH 108: Calculus Ia*

(Calculus Ia: Introduction to Calculus.) The calculus of rational functions of one variable. Limits, continuity, differentiation, and applications; a brief introduction to integration. Related topics in college algebra also are reviewed, including pertinent aspects of functions, polynomials, and rational

expressions. This course is a required skills-building course for students desiring to complete Math 109. (Credit cannot be earned in Math 108 after satisfactory completion of Math 110.) Prerequisite: By placement only. Not open to students who have completed Math 110 with a grade of C- or better. (This course satisfies Quantitative Reasoning.)

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*MATH 109: Calculus Ib*

(Calculus Ib: Transcendental Calculus.) This course is a continuation of Math 108 that further develops the concepts of calculus, such as differentiation and integration, to exponential, logarithm and trigonometric functions. Related topics in exponentiation and analytic geometry are covered as needed. Satisfactory completion of both Math 108 and Math 109 is equivalent to the satisfactory completion of Math 110. (Credit cannot be earned in both Math 109 and Math 110.) Prerequisite: Completion of Math 108 with a grade of C- or better, or permission of the instructor. This course is being offered on a pilot basis for the 2019-2020 academic year. (This course satisfies Quantitative Reasoning.)

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*MATH 110: Calculus I*

The calculus of functions of one variable. Limits, continuity, differentiation, and applications; a brief introduction to integration. Prerequisite: 3.5 years of high school mathematics (to include trigonometry) or Mathematics 105. (This course satisfies Quantitative Reasoning.)

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*MATH 111: Calculus II*

The calculus of functions of one variable. Integration, applications of integration, sequences, and series. Prerequisite: Mathematics 110. (This course satisfies Quantitative Reasoning.)

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*MATH 115: Honors Calculus I*

Theory and applications of the calculus of functions of one variable, including trigonometric and exponential functions. Limits, continuity, differentiation, integration, and applications. (This course satisfies Quantitative Reasoning.)

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*MATH 116: Honors Calculus II*

Continuation of Mathematics 115. Integration and applications, sequences, infinite series. Prerequisite: permission of the instructor. (This course satisfies Quantitative Reasoning.)

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*MATH 150: Intro Probability & Statistics*

Designed for students in the social and life sciences. Discrete probability theory, distributions, sampling, correlation, and regression, Chi square and other tests of significance. Emphasis on the use of the computer as a tool and on applications to a variety of disciplines. Not open to students who have taken ECON/BUSN 180 or ECON/BUSN/FIN 130. (This course satisfies Quantitative Reasoning.)

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*MATH 160: Math Methods with Applications*

(Mathematical Methods with Applications) Topics from applied mathematics, including equations, inequalities, functions and graphs, and basic properties of logarithmic and exponential functions. Introduction to limits, derivatives and antiderivatives. Applications to business, the social sciences, and the life

sciences. (Not open to students who have completed Math 110 with a grade of C- or better.) (This course satisfies Quantitative Reasoning.)

---

*MATH 161: Mathematical Modeling*

Mathematical topics as needed to build and solve mathematical models of situations in the life, environmental, and economic sciences. Topics covered include discrete dynamical systems, difference equations, linear, quadratic, and exponential growth models, the logistic model, and examples of chaos in dynamical systems. (This course satisfies Quantitative Reasoning.)

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*MATH 210: Multivariable Calculus*

Partial differentiation, the algebra and calculus of vectors, curves and their parameterization, multiple integration, Stokes's and Green's theorem, and applications. Prerequisite: Mathematics 111. (This course satisfies Quantitative Reasoning.)

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*MATH 214: Differential Equations*

Differential equation models, analytic solution techniques, qualitative solution concepts, and computer visualization for single equations and systems. Applications of differential equations. Prerequisite: Mathematics 210 or permission of the instructor. (This course satisfies Quantitative Reasoning.)

---

*MATH 230: Abstract & Discrete Mathematics*

Topics covered include logic and proofs, set theory, relations, cardinal numbers, countable and uncountable sets, permutations and combinations, graph theory, and group theory. Prerequisite: Mathematics 110. (This course satisfies Quantitative Reasoning.)

---

*MATH 231: Linear Algebra*

This course is designed to provide students with knowledge of linear algebra concepts while emphasizing the practical implementation of these concepts through programming. Topics include matrices, determinants, eigenvalues, eigenvectors, vector spaces, linear independence, applications to linear systems, and data analysis. Prerequisite: CS 112 and MATH 230 or permission of the instructor. (This course satisfies Quantitative Reasoning.)  
cross listed: CSCI 231

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*MATH 240: Intro to Computational Math*

(Introduction to Computational Mathematics.) This course provides a survey of computational techniques and methods that are rooted in mathematics and computing. Topics covered include numerical differentiation and integration, numerical solutions to ordinary differential equations, non-linear equations in one variable, and classification methods. Applications of the techniques to "real-life" problems encountered in economics, physics, and/or the life sciences is emphasized. Constructing computer programs to implement the techniques presented also is emphasized. Prerequisites: MATH 110 and CSCI 112. (This course satisfies Technology Intensive.)  
cross listed: CSCI 240

---

*MATH 250: Intro to Statistical Programming*

(Introduction to Statistical Programming.) Introduction to data analysis programming using R. Topics include: data cleaning, data visualization, hypothesis testing, simple and multiple regression, time series analysis, analysis of variance, nonparametrics, and categorical data analysis. No previous programming experience required. Prerequisite: Math 150: Introduction to Probability & Statistics, E/B/F 130: Applied Statistics, PSYC 222: Research Methods & Statistics II, or permission of the instructor.

---

*MATH 310: Complex Analysis*

Study of functions of one complex variable. Analytic functions, complex integration, Cauchy's theorem, complex power series, and special functions. Applications to other areas of mathematics and to mathematical physics. Prerequisites: Mathematics 210 and 230 or permission of the instructor.

---

*MATH 311: Introduction Real Analysis*

A rigorous course covering the following introductory real analysis topics: axioms for the real numbers, sequences, boundedness, limits, monotone functions, continuity, uniform continuity, Cauchy criterion for convergence, cluster points, compactness, differentiability, integration, and infinite series. Prerequisites: Mathematics 210 and 230.

---

*MATH 323: Cryptography*

An introduction to cryptology and cryptanalysis, the making of codes and the breaking of codes. History and basic concepts. Classical ciphers and attacks on classical ciphers. One-time Pad. Modern ciphers including DES, AES. Public key ciphers including RSA and Diffie-Hellman. Digital signatures.

Additional topics may include Elliptic Curve systems, knapsack systems, and other cryptographic systems. Prerequisites: Mathematics 230 and Computer Science 212, or permission of the instructor.  
cross listed: CSCI 323

---

*MATH 329: Number Theory*

Mathematical induction, divisibility properties of integers, prime numbers, and congruences. Prerequisite: Mathematics 230 or permission of the instructor.

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*MATH 330: Abstract Algebra*

A study of algebraic structures with emphasis on groups, rings, and fields. Prerequisite: Mathematics 230.

---

*MATH 334: Theory of Computation*

This course covers fundamental ideas in the theory of computation, including formal languages, computability, complexity, and reducibility among computational problems. Topics include formal languages, finite state automata, Kleene's theorem, formal grammars, pushdown automata, context-free languages, Turing machines, computability, Church's Thesis, decidability, unsolvability, and NP-completeness. Prerequisites: CSCI 212 and Mathematics 230.  
cross listed: CSCI 334

---

*MATH 340: Geometry*

Selected topics from affine, Euclidean, non-Euclidean, projective, and differential geometry. Prerequisite: Mathematics 230 or permission of the instructor.

---

*MATH 350: Mathematical Probability*

Discrete and continuous probability. Distributions, the law of large numbers, the central limit theorem, random variables, and generating functions. Prerequisites: Mathematics 210 and 230 or permission of the instructor.

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*MATH 360: Mathematical Modeling*

Introduction to the process and techniques of modeling physical problems, including computing strategies and analysis of results. Python programming will be emphasized. Numerical methods covered include solutions to linear and non-linear equations, solutions to ordinary and partial differential equations, finite elements, linear programming, and optimization algorithms. Prerequisites: MATH 210 and CSCI 112.  
cross listed: CSCI 360

---

*MATH 375: Combinatorics & Graph Theory*

Enumeration techniques with emphasis on permutations and combinations, generating functions, recurrence relations, inclusion and exclusion, and the pigeonhole principle. Graph theory with emphasis on trees, circuits, cut sets, planar graphs, chromatic numbers, and transportation networks. Additional topics from designs with emphasis on Latin squares, finite projective and affine geometries, block designs, and design of experiments. Prerequisite:



Mathematics 230.  
cross listed: CSCI 375

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*MATH 410: Topology*

Point set topology. Such topics as topological spaces, separation axioms, covering properties, metrization, convergence and completeness, and homotopy theory. Prerequisite: Mathematics 311.

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*MATH 411: Advanced Topics in Analysis*

Introductory notions of functional analysis. Banach spaces, integration and measure, Hilbert spaces, and commutative Banach algebras. Prerequisite: Mathematics 311. (This course satisfies Senior Studies.)

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*MATH 430: Advanced Topics in Algebra*

Additional topics in modern or linear algebra such as field extensions, Galois Theory, group conjugacy, modules, eigenvalue theory, dual spaces, and unitary spaces. Prerequisite: Mathematics 330 or permission of the instructor. (This course satisfies Senior Studies.)

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*MATH 450: Mathematical Statistics*

A mathematical study of such topics as estimation of parameters, confidence intervals and tests of hypotheses, decision theory, regression, analysis of variance, and nonparametric methods. Prerequisite: Mathematics 350. (This course satisfies Senior Studies.)

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*MATH 499: Great Theorems of Mathematics*

Seminar course to introduce students to various masterpieces in the development of mathematics. Some of the most historically important proofs and ingenious logical arguments from mathematics will be presented and discussed. An emphasis will be placed on the interconnectedness among various subject areas within mathematics. Prerequisite: permission of the instructor.

### **Computer Science Courses**

*CSCI 107: Introduction to Web Programming*

A broad introduction to World Wide Web programming and related technologies. Topics include Internet history and its architecture, managing an account on a Web server, HTML markup, use of style sheets (CSS), page layout design, introduction to interactive programming with JavaScript, the document object model (DOM), and HTML forms. This is a general audience course suitable for those with no prior programming experience. (This course satisfies Quantitative Reasoning and Technology Intensive.)

---

*CSCI 112: Computer Science I*

Introduction to computer science. Topics include the basic building blocks of problem solving (sequence, selection, repetition), object-oriented programming, basic data structures and algorithms. A prior knowledge of computer science is not required, although a good background in high school Mathematics is recommended. Students may receive credit for this course based on the AP computer science exam. (This course satisfies Quantitative Reasoning and Technology Intensive.)

---

*CSCI 212: Computer Science II*

Continuation of Computer Science I. Emphasis on advanced data structures, algorithms, and object-oriented design. Topics include linked data structures, recursion, algorithm analysis, interfaces, and inheritance. Prerequisite: Computer Science 112 with a grade of C or better. (This course satisfies Quantitative Reasoning and Technology Intensive.)

---

*CSCI 213: Intro to Computer Architecture*

Computer architecture, including digital logic, modern CPU design, memory layout, assembly language programming, addressing techniques, input/output design, and interfacing with high-level languages. Prerequisite: Computer Science 112. (This course satisfies Quantitative Reasoning and Technology Intensive.)

---

*CSCI 214: Principles of Digital Logic*

Basic logic, digital electronics, microcomputer architecture, and interfacing, with hands-on laboratory activity. Prerequisite: Computer Science 213. (This course satisfies Quantitative Reasoning.)

---

*CSCI 231: Linear Algebra*

This course is designed to provide students with knowledge of linear algebra concepts while emphasizing the practical implementation of these concepts through programming. Topics include matrices, determinants, eigenvalues, eigenvectors, vector spaces, linear independence, applications to linear systems, and data analysis. Prerequisite: CS 112 and MATH 230 or permission of the instructor. (This course satisfies Quantitative Reasoning.)  
cross listed: MATH 231

---

*CSCI 240: Intro to Computational Math*

(Introduction to Computational Mathematics.) This course provides a survey of computational techniques and methods that are rooted in mathematics and computing. Topics covered include numerical differentiation and integration, numerical solutions to ordinary differential equations, non-linear equations in one variable, and classification methods. Applications of the techniques to "real-life" problems encountered in economics, physics, and/or the life sciences is emphasized. Constructing computer programs to implement the techniques presented also is emphasized. Prerequisites: MATH 110 and CSCI 112.

cross listed: MATH 240

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*CSCI 250: Programming for Data Applications*

Introduction to data-oriented Python packages, decision trees, support vector machines (SVM), neural networks, and machine learning. Prerequisite: CSCI 112: Computer Science I.

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*CSCI 270: Web Development*

This course builds upon Web programming fundamentals. It includes a review of HTML and CSS fundamentals and detailed coverage of CSS topics including selectors, cascade, positioning, page layout techniques, CSS media queries, and responsive/mobile design techniques. The course provides an introduction to server-side scripting and server side includes, advanced CSS/JavaScript frameworks, responsive grid design, and user interface tools. Prerequisites: CSCI 107 and Art 142. (This course satisfies Quantitative Reasoning and Technology Intensive.)

---

*CSCI 317: Data Structures and Algorithms*

The study of advanced data structures and algorithm analysis. Topics include trees, hash tables, heaps, sorting algorithms, and graph algorithms. The emphasis will be on applying data structures to design and implement efficient algorithms. Additional topics may include dynamic programming and computational complexity. Prerequisite: Mathematics 230 and Computer Science 212 with a grade of C or better.

---

*CSCI 318: Programming Languages*

A study of different problem solving paradigms, and representative programming languages. Topics include imperative vs. functional vs. event-driven vs. declarative paradigms, markup vs. computation, typing, memory organization, scope, and lifetime management. Lab exercises focus on working in the various paradigms, and the trade-offs involved. Prerequisite: Computer Science 212.

---

*CSCI 323: Cryptography*

An introduction to cryptology and cryptanalysis, the making of codes and the breaking of codes. History and basic concepts. Classical ciphers and attacks on classical ciphers. One-time Pad. Modern ciphers including DES, AES. Public key ciphers including RSA and Diffie-Hellman. Digital signatures. Additional topics may include Elliptic Curve systems, knapsack systems, and other cryptographic systems. Prerequisites: Mathematics 230 and Computer Science 212, or permission of the instructor.  
cross listed: MATH 323

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*CSCI 325: Artificial Intelligence*

This course is an introduction to AI via various techniques and theory including, but not limited to, state space search strategies; deterministic and nondeterministic finite automata and Turing machines; neural networks and deep learning; natural language processing (NLP); computer vision; reinforcement learning; and large language models (LLMs). Prerequisite: Computer Science 212.  
cross listed: NEUR 325

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*CSCI 327: Introduction to Database Systems*

An in-depth study of proper methods of design for database systems, with an emphasis on the relational model. Topics include relational design, query languages, and transactional processing. Lab exercises focus on GUI-driven, SQL-based access as well as modern, multi-tier styles of design. Prerequisite: Computer Science 212.

---

*CSCI 334: Theory of Computation*

This course covers fundamental ideas in the theory of computation, including formal languages, computability, complexity, and reducibility among computational problems. Topics include formal languages, finite state automata, Kleene's theorem, formal grammars, pushdown automata, context-free languages, Turing machines, computability, Church's Thesis, decidability, unsolvability, and NP-completeness. Prerequisites: CSCI 212 and Mathematics 230.  
cross listed: MATH 334

---

*CSCI 336: Operating Systems*

An introduction to modern operating systems and their most important features. Topics include multiprocessing, virtual memory, multithreading, concurrency, I/O, networking, security, and distributed computing. Students construct a major component of an operating system in C or C++. Prerequisites: Computer Science 317.

---

*CSCI 360: Mathematical Modeling*

Introduction to the process and techniques of modeling physical problems, including computing strategies and analysis of results. Python programming will be emphasized. Numerical methods covered include solutions to linear and non-linear equations, solutions to ordinary and partial differential equations, finite elements, linear programming, and optimization algorithms. Prerequisites: MATH 210 and CSCI 112.  
cross listed: MATH 360

---

*CSCI 375: Combinatorics & Graph Theory*

Enumeration techniques with emphasis on permutations and combinations, generating functions, recurrence relations, inclusion and exclusion, and the pigeonhole principle. Graph theory with emphasis on trees, circuits, cut sets, planar graphs, chromatic numbers, and transportation networks. Additional topics from designs with emphasis on Latin squares, finite projective and affine geometries, block designs, and design of experiments. Prerequisite: Mathematics 230.  
cross listed: MATH 375

---

*CSCI 417: Algorithms and Algorithm Analysis*

The study of algorithms and their mathematical analysis. Divide-and-conquer, greedy, brute-force, dynamic programming, backtracking, advanced tree and graph algorithms, big-O notation, case and amortized analysis. Prerequisites: Mathematics 230 and Computer Science 317.

---

*CSCI 450: Computer Vision & Machine Learning*

This course introduces the fields of Computer Vision and Machine Learning. Computer Vision concepts covered include histogram normalization, color transformation and filtering, and extraction techniques such as HOG, LBP and SIFT. Machine Learning concepts such as clustering and deep neural networks are also introduced. Prerequisite: CSCI 212 and CSCI 250. (This course satisfies Senior Studies and Technology Intensive.)

---

*CSCI 461: Compiler Design*

An introduction to the design and construction of compilers for modern programming languages. Topics include grammars, formal language definition, abstract syntax trees, symbol tables, syntax and semantic checking, code generation, and optimization. Students construct a modern compiler for an object-oriented programming language. Prerequisites: Mathematics 230 and Computer Science 317. (This course satisfies Senior Studies.)

---

*CSCI 488: Software Engineering for Web Apps*

(Software Engineering for Web Applications.) A project-oriented course in Software Engineering for Database-Driven Web Applications. Topics include JavaScript, DHTML, JQuery, AJAX, PHP, MySQL, CRUD operations,



ORM/AR Techniques, Application Design, Unit Testing, Web Sockets, and the GIT protocol. Prerequisites: Computer Science 317 and 327.

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*CSCI 489: Advanced Topics in Computer Science*

Special topics and projects in computer science, including but not limited to distributed systems, secure computing, Web development, user-interface design, and software engineering. Prerequisites: Computer Science 317.

# Medieval and Renaissance Studies

## Faculty

*Carla Arnell*

Professor of English  
Chair of Medieval and Renaissance Studies

*Richard Pettengill*

Associate Professor of English and Theater

*Anna Trumbore Jones*

Professor of History

*Katy Reedy*

Visiting Assistant Professor of English

Minor in Medieval and Renaissance Studies

No major is available

*Requirements for the Minor:*

At least 6 credits

- History 205 or History 206 or History 328
- English 210
- Art History 211 or Art History 212
- 3 courses as electives, from the list below, at least 1 of which must be at the 300-level or higher
  - Art History 211: Medieval Art
  - Art History 212: Italian Renaissance Art

- Art History 215: Reformation to Revolution 1600-1800
- Art History 223: Northern Renaissance Art
- Art History 380: Renaissance Art and Domesticity
- Art History 383: Hell, Damnation and Romanesque Art
- Art History 385: Art, Power and Wealth in the Global Middle Ages
- English 211: English Literature I
- English 220: Shakespeare
- English 302: John Donne
- English 308: Renaissance Drama
- English 309: The Chaucerian Tradition
- English 310: The Arthurian Tradition
- English 402: Chaucer
- English 405: J.R.R. Tolkien and the Literature of the Inklings
- Greek Civilizations 204: Greece in Byzantine-Medieval Ages
- History 205: Medieval History
- History 243: Crusade & Holy War in Medieval Europe
- History 282: The Pre-Modern Body
- History 322: Roman & Medieval Christianity
- History 328: European Reformations, 1200-1600
- Music 360: Music History I
- Philosophy 312: Doing Philosophy in the Dark Ages: Introduction to Medieval Philosophy
- Theater 230: History of Drama I: Greeks to Shakespeare
- Theater 240: Shakespeare on Film

Students are encouraged to study abroad. Courses transferred in from study abroad programs would be accepted for the minor on a case-by-case basis (as advised).

### **Learning Outcomes**

The expected Student Learning Outcomes for the Medieval and Renaissance Studies Program are:

1. The Medieval and Renaissance minor will be able to read, interpret, and analyze complex texts, plastic arts, and architecture.
2. The Medieval and Renaissance minor will be able to demonstrate augmentation and refinement of the basic skills in analysis and interpretation acquired in the base courses.

# Modern Languages and Literatures

## Faculty

*Cynthia Hahn*

Professor of French  
Chair of Modern Languages and Literatures

*Daniel Everhart*

Visiting Instructor in Spanish

*Joao Gregoire*

Assistant Professor of Latin American and Latinx Studies and History

*Denise Kripper*

Associate Professor of Spanish

*Marilén Loyola*

Assistant Professor of Spanish

*Gizella Meneses*

Professor of Spanish and Latin American and Latinx Studies

*Tessa Sermet*

Associate Professor of French

*Ying Wu*

Assistant Professor of Chinese

Modern Languages and Literatures Majors and Minors

Majors are available in French and Spanish. Available minors within the department include Chinese, French, and Spanish. The majors and minors in French and Spanish were redesigned in 2016. All students must follow this set of requirements if they matriculated in the fall semester of 2016 or thereafter (see left navigation bar for requirements before Fall 2016).

Courses in Spanish may apply to the major or minor in Latin American Studies, and coursework in Portuguese may apply to the major or minor in Spanish and Latin American and Latinx Studies. Courses in Japanese or Chinese language may apply to the major or minor in Asian Studies.

- [Major in French](#)
- [Minor in French](#)
- [Major in Spanish](#)
- [Minor in Spanish](#)
- [Minor in Chinese](#)

*Requirements for a Major in French:*

At least 8 courses (Above French 112, may include others noted in Section C below):

A. At least two courses from the offerings in advanced language (210-280)

- French 210: Intermediate French I: Cultural Emphasis
- French 212: Intermediate French II: Literary Emphasis
- French 228: Oh Là Là: French Stereotypes, Media, & Marketing
- French 250: Writing with Style: Grammar, Syntax
- French 255: Visions of the Future
- French 270: Translation and Creative Writing
- French 280: Parlez-vous poésie? Rondeau to Rap

B. At least two courses from the offerings in literature/culture (325-480)

- French 325: Fairy Tales, Fantastique, & Fantasy
- French 326: Chanson et société
- French 327: Introduction to French Culture

- French 328: Contemporary France
- French 330: The French-Speaking World
- French 338: Cinéma Français
- French 380: Utopia to Science Fiction in French
- French 385: Art of Storytelling

C. Three additional courses from among the following:

- Additional offerings from lists A and B above
- French 230: French Literature and Cinema (taught in English)
- French 265: Feminist Voices of the Francophone World (taught in English)
- Linguistics 110: Introduction to Linguistics (taught in English)
- Linguistics 300: Language Learning, Teaching, and AI
- Tutorial/Independent Study or Research Project in French
- Approved off-campus study and or internship related to the major

Note: Up to two courses taken in English may count toward the major.

D. Completion of the Senior Studies Requirement in one of the following ways:

- Senior Seminar (see 400 level courses, and 385)
- Senior Research Project
- Senior Thesis

A grade of C or better is required for credit in all major courses. Courses taken Pass-NoPass may count towards the major in French as long as the grade originally earned in the class is “C” or better.

*Requirements for a Minor in French:*

At least 6 courses

- At least two courses from List A above
- At least two courses from List B above
- Two additional courses from Lists A, B or C above

Note: Only one course taken in English may count toward the minor.

A grade of C or better is required for credit in all minor courses. Courses taken Pass-NoPass may count towards the minor in French as long as the grade originally earned in the class is “C” or better.

*Requirements for a Major in Spanish:*

At least 8 courses (above Spanish 210)

A. At least two courses from the offerings in advanced language (212-260). Heritage Speakers are strongly encouraged to take SPAN 260.

- Spanish 212: Advanced Intermediate Spanish
- Spanish 250: Grammar, Syntax, and Style
- Spanish 255: Conversation and Composition (Not open to heritage speakers, except by permission of instructor)
- Spanish 260: Spanish for Heritage Speakers

B. At least two courses from the offerings in introductory writing/literature/culture

- Spanish 300: Introduction to Reading Literature in Spanish
- Spanish 303: Paisajes sonoros de América Latina: Música, política y poder
- Spanish 305: The Civilization of Spain
- Spanish 306: Introduction to Latin American Culture
- Spanish 308: Contemporary Spain: Hist/Pol/Culture
- Spanish 310: Creative Writing
- Spanish 325: U.S. Latinx Literature and Culture
- Spanish 330: Survey Peninsular Literature
- Spanish 335: Survey of Latin American Literature
- Spanish 336: Crime Fiction
- Spanish 338: Cine Latinoamericano
- Spanish 340: Feminist Voices in Spanish Literature and Culture



C. At least one course from the offerings in Spanish for the professions and translation/linguistics

- Spanish 314: Spanish Phonetics
- Spanish 315: Introduction to Translation Studies
- Spanish 320: Spanish for Business, Law, and International Relations
- Spanish 321: Business Spanish
- Spanish 322: Medical Spanish in a Global Context
- Spanish 323: Translation for the Professions
- Spanish 355: Literary Translation Workshop
- Linguistics 110: Introduction to Linguistics (taught in English)
- Linguistics 300: Language Learning, Teaching, and AI

D. Two additional courses from among the following:

- Additional offerings from lists A, B and C above
- Spanish 236: Latin American Film in English
- Spanish 237: Identity and Memory in Contemporary Spanish Film
- Spanish 333: Cine e Historia en América Latina
- Spanish 334: Cine Español
- Spanish 337: The Latin American World in English
- Spanish 345: Latino/a Identities in Chicago
- Spanish 350: Contemporary Latin American Literature in English
- Spanish 360: Peninsular Narrative
- Spanish 365: Latin American Narrative
- Spanish 370: Hispanic Verse
- Spanish 375: Queer Iberia: Activism, Identities, and Origins
- Spanish 380: Cine, Literatura y Sociedad América Latina
- Spanish 385: Migrating Scenes: Movement and Migration in Spain and Latin America
- Tutorial/Independent Study or Research Project in Spanish

- Approved off-campus study and or internship related to the major

Note: Up to two courses taken in English may count toward the major

E. Completion of the Senior Studies Requirement in one of the following ways:

- Senior Seminar (see 400 level courses)
- Senior Research Project
- Senior Thesis

A grade of C or better is required for credit in all major courses. Courses taken Pass-NoPass may count towards the major in Spanish as long as the grade originally earned in the class is “C” or better.

*Requirements for a Minor in Spanish:*

At least 6 courses

- May select up to three 200-level courses including:
  - Spanish 201: The Mexican-American Border
  - Spanish 210: Intermediate Spanish
  - Spanish 212: Advanced Intermediate Spanish
  - Spanish 250: Grammar, Syntax, and Style
  - Spanish 255: Conversation and Composition
  - Spanish 260: Spanish for Heritage Speakers
- At least one course from List B above
- Remaining additional courses may be taken from List B, C, or D above

Note: Only one course taken in English may count toward the minor.

A grade of C or better is required for credit in all minor courses. Courses taken Pass-NoPass may count towards the minor in Spanish as long as the grade originally earned in the class is “C” or better.

*Requirements for a Minor in Chinese*

At least 6 credits for each minor

A grade of C or better is required for credit in all minor courses. Courses taken Pass-NoPass may count towards the minor in Chinese as long as the grade originally earned in the class is “C” or better.

Chinese

Prerequisite: CHIN 110 and 112 (or equivalent).

- Chinese 210: Intermediate Chinese
- Chinese 212: Advanced Intermediate Chinese
- At least two Chinese language courses (or equivalent) at the 300- or 400-level. Options include:
  - Credit for study abroad in a Chinese-speaking country (up to 3 course credits awarded in transfer: appropriate program coursework will be determined in consultation with Professor Ying Wu prior to departure)
  - Chinese 312: Chinese Oral & Written Proficiency
  - Chinese 313: Business Chinese
  - A 300- or 400-level Chinese tutorial (Requests for tutorials should be addressed to Professor Ying Wu)
- Two Chinese language and culture courses (taught in English), from the list below, or courses taken on an approved Lake Forest College study abroad program on Chinese topics (also taught in English):
  - Chinese 230: East Asian Literature in Translation
  - Chinese 232: Chinese Cinema in English
  - Chinese 251: Intro to Chinese Literature in English
  - Chinese 260: Intro to Chinese Culture in English
  - Chinese 270: Traditional Chinese Values, Medicine and Health in English
  - Linguistics 101: Descriptive Linguistics
  - Linguistics 110: Introduction to Linguistics
  - Linguistics 300: Language Learning, Teaching, and AI

## Learning Outcomes

1. French and Spanish majors will be able to demonstrate oral proficiency at the high intermediate level or above (as defined by ACTFL guidelines) and able to articulate grammatically correct and phonetically understandable French/Spanish at the required level.
2. French and Spanish majors will be able to demonstrate written proficiency to articulate their ideas in standard written French/Spanish and at the high intermediate level or above (as defined by ACTFL guidelines).
3. French and Spanish majors will be able to demonstrate knowledge of the literatures related to target languages, the skills of literary analysis and critical thinking about texts, reading for comprehension, critical reflection and textual analysis, and be able to analyze and defend their analysis.
4. French and Spanish majors will demonstrate knowledge of major literary genres, movements, textual themes, author's style and contributions, and critical vocabulary for the study of literature.
5. French and Spanish majors will reflect understanding of target cultures related to the language studied. This will include demonstrating knowledge of cultural norms and differences, historical, social, economic, political, artistic expression or other aspects of culture.

## *Chinese Learning Outcomes*

1. Chinese minor will be able to demonstrate oral proficiency at the intermediate-mid level or above (as defined by ACTFL guidelines) and able to articulate grammatically correct and phonetically understandable Chinese at the required level.
2. Chinese minor will be able to demonstrate written proficiency to articulate their ideas in standard written Chinese and at the intermediate-mid level or above (as defined by ACTFL guidelines).
3. Chinese minor will demonstrate basic knowledge in Chinese history, society, and culture.

4. Chinese minor will analyze and develop perspectives on attributes of contemporary Chinese society and understand continuity and change in the Chinese social system.
5. Chinese minor will demonstrate the ability to research, present findings and engage in business negotiations.

## **Arabic Courses**

### *ARBC 110: Beginning Arabic I*

Students will learn to read, write and understand Modern Standard Literary Arabic, and to use the language in basic conversation, including exchanging courtesies, meeting people, asking questions and providing information. No prerequisite. (This course satisfies Humanities.)  
cross listed: ISLM 110

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### *ARBC 112: Beginning Arabic II*

Students will continue to learn to read, write and speak basic Modern Standard Literary Arabic in a variety of cultural situations. Prerequisite: ARBC 110 or equivalent. (This course satisfies Humanities.)  
cross listed: ISLM 112

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### *ARBC 210: Intermediate Arabic*

Students will advance their knowledge of reading, writing and speaking basic Modern Literary Arabic as well as their understanding of the use of language in cultural context. Prerequisite: ARBC 112 or equivalent. (This course satisfies Humanities and Global Perspective.)  
cross listed: ISLM 210

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*ARBC 212: Advanced Intermediate Arabic*

Students will continue to advance their knowledge of reading, writing and speaking basic Modern Literary Arabic as well as their understanding of the use of language in cultural context. Prerequisite: ARBC 210 or equivalent. (This course satisfies Humanities and Global Perspective.)  
cross listed: ISLM 212

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*ARBC 222: Introduction to Arab Cultures*

This course introduces students to the wealth of literary, artistic and musical cultures in the Arabic-speaking world. Students will learn to describe, contextualize, and analyze representative cultural texts from literature (e.g., poem folk tale) fine arts (e.g., Painting, comics) and popular culture (e.g., popular music, films) and to evaluate how they reinforce, question or subvert nominative construction of gender, ethnicity, race, sexuality and nationalism specific to but not limited to the Arab world. Taught in English. No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: ISLM 222, LCTR 222

## **Chinese Courses**

*CHIN 108: Spoken Chinese for Travelers*

This course is a foundational course in oral proficiency that employs a new method designed to have students quickly speaking and comprehending Mandarin Chinese. This course introduces Mandarin Chinese pronunciation, the pinyin transcription system, and modern colloquial Chinese. The emphasis is only on oral proficiency. The Chinese writing system is not required in this course. Overall, Chinese for Travelers is designed for students who seek to advance rapidly in Chinese as well as prepare for upper-level language study. Particularly for those who aspire to travel abroad, the class offers basic and practical language-survival skills. Of course, the class is also geared to pique your interest in a beautiful land, culture, and people. No prerequisites. (This course satisfies Humanities.)  
cross listed: ASIA 108

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*CHIN 109: Chinese in the Business World*

The course is designed for students and working professionals who have no prior knowledge of Chinese, and are interested in conducting business in China. The objective of this course is to build a solid foundation of basic Chinese in the business context, with a focus on speaking and listening. Topics in the course cover basic daily corporate interactions and business-related social exchanges such as meeting people, introducing companies, making inquiries and appointments, visiting companies, introducing products, initiating dining invitations, etc. This course will also help you gain a better understanding of Chinese business culture, and assist you in overcoming the problems in cross-cultural communication from a comparative perspective. No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: ASIA 109

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*CHIN 110: Beginning Chinese I*

(Beginning Chinese Language I, in Cultural Context) This course is for students with no previous knowledge of Chinese. Students will learn the rudiments of both spoken and written Chinese (Mandarin) in cultural context. The course exposes students to aspects of traditional Chinese culture via experiential learning; it integrates language learning with cultural experiences which may include the practice of Chinese calligraphy, traditional Chinese painting and Kungfu, singing Peking opera, learning the traditional Chinese game of Go and immersive excursions to Chicago's Chinatown. (This course satisfies Humanities and Global Perspective.)  
cross listed: ASIA 110

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*CHIN 112: Beginning Chinese II*

(Beginning Chinese Language II, in Cultural Context) This course is the continuation of CHIN 110. Students will advance their elementary knowledge of modern spoken and written Mandarin Chinese through building vocabulary and enhancing communication in cultural context. The course exposes students to aspects of modern Chinese culture, by integrating language learning with the study of contemporary cultural forms. These may include Chinese reality TV shows, film, pop music, popular literature, and other forms of mass media. Prerequisite: CHIN 110 or permission of instructor. (This course satisfies Humanities and Global Perspective.)  
cross listed: ASIA 112

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*CHIN 113: Basic Spoken Chinese*

(Basic Spoken Chinese: An Introduction to Speaking and Listening for Beginners.). Basic Spoken Chinese is a beginning-level course in oral proficiency that employs a new method designed to have students quickly speaking and comprehending Mandarin Chinese. This course introduces Mandarin Chinese pronunciation, the pinyin transcription system, and modern colloquial Chinese. The emphasis is only on oral proficiency. Learning the Chinese writing system is not required in this course. This course is designed for students who seek to advance rapidly in spoken Chinese. It is designed to prepare students for study abroad or to enhance their interest in China. CHIN 113 may not be taken concurrently or subsequently to CHIN110 or CHIN112. CHIN 210 may be taken after CHIN 113. No prerequisites. (This course satisfies Humanities and Speaking Intensive.)  
cross listed: ASIA 114

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*CHIN 210: Intermediate Chinese*

This course will continue the fundamentals of Chinese conversation begun in the first-year series, Chinese 110 and 112, and continue work on reading and writing the language. Extensive oral practice and conversation exercises are



stressed. Classes will be supplemented with laboratory exercises and written work. Prerequisite: CHIN 112 or equivalent. (This course satisfies Humanities and Global Perspective.)  
cross listed: ASIA 210

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*CHIN 212: Advanced Intermediate Chinese*

This is the second course in intermediate Chinese. It focuses on further developments of the four language skills to support sustained oral and written performance at the intermediate level to prepare students for third year Chinese study. The focus will be on oral expression with expanding vocabulary, enhancing understanding of grammar, and introducing more complex structures and texts. Prerequisite: CHIN 210 or equivalent. (This course satisfies Humanities and Global Perspective.)  
cross listed: ASIA 212

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*CHIN 230: East Asian Lit in Translation*

(East Asian Literature in Translation taught in English). This course is an introduction to traditional East Asian literature with the primary focus on China, Japan and Korea. It will concentrate on several themes, topics, authors and representative works of traditional Chinese, Japanese and Korean literature; emphasis on critical reading. This course will provide the students an opportunity to enjoy the most well known poems, novels and short stories produced by the prominent authors of the genres. No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: ASIA 230, LCTR 230

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*CHIN 232: Chinese Cinema in English*

This course provides a historical, critical, and theoretical survey of Chinese cinema, broadly defined to include films from Mainland China, Hong Kong, and Taiwan. We will look at the specific political, social, economic, technological and aesthetic factors that have influenced the shape and character of Chinese cinema over the last century. We will discuss a range of works by internationally directors, including Zhang Yimou, Feng Xiaogang, Stephen Chow, Ang Lee, etc. As this course serves as a general introduction to Chinese film, it is intended for students who have little or no knowledge of China. All films screened for the course have English subtitles, so no knowledge of the Chinese language is required. (This course satisfies Humanities and Global Perspective.)

cross listed: ASIA 232, CINE 232, LCTR 232

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*CHIN 251: Intro to Chinese Literature in Engl*

(Introduction to Chinese Literature in English) This course will introduce students to Chinese literature through representative works of philosophy, poetry, folklore and modern short stories. The goal of this course is twofold: to grant students glimpses into the rich repertoire of Chinese literature and hence insights into the fundamental humanistic traditions of China; and to develop a set of skills of literary analysis. No knowledge of Chinese language or prior coursework on Chinese culture is required. Taught in English. (This course satisfies Humanities and Global Perspective.)

cross listed: ASIA 251, LCTR 251

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*CHIN 260: Intro to Chinese Culture in English*

This course will explore elements of Contemporary Chinese culture and themes related to living, studying or working in China, as seen in films, videos, internet sources, and selected fiction and non-fiction texts. Topics covered include China's diverse geography, peoples and cuisine, doing business in China, the societal role of Chinese medicine, festivals and weddings,

interpreting folk and contemporary art forms, current trends and themes in popular culture. This course will be taught in English. No prerequisite. (This course satisfies Humanities and Global Perspective.)  
cross listed: ASIA 260, LCTR 260

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*CHIN 270: Chinese Values, Medicine and Health*

(Traditional Chinese Values, Medicine and Health in English.) Taught in English. As the U.S. grows more diverse, issues of culture and cultural competence have become more important to health care students. Traditional Chinese philosophies and religions strongly influence the Chinese way of living and thinking about health and health care. This course is an introduction to the basic beliefs, values, philosophies, and religions of the Chinese people. It explores how Confucius, Daoism, and Buddhism influence Chinese people's concept of health, especially mental health. This course also provides an overview of the basic traditional Chinese medicine theories, herbal treatments, and Chinese food therapy. It discusses how the Chinese medical tradition merged with the western medical tradition and the role and value of traditional Chinese medicine in the current Chinese health care system. This course is intended for students considering Pre-Health or the Health Professions Program (HPP), or for any students interested in learning about Chinese traditional values. No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: ASIA 270

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*CHIN 312: Chinese Oral & Written Proficiency*

This course is a continuation of Chinese 212. The focus will be on oral and written expression in cultural context, expanding vocabulary and enhancing understanding of Chinese grammar. Chinese idiomatic expressions and various aspects of Chinese culture will also be explored throughout the course. Prerequisite: CHIN 212 or equivalent. (This course satisfies Global Perspective and Speaking Intensive.)  
cross listed: ASIA 312

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*CHIN 313: Chinese for Busn, Law, & Int'l Rel*

(Chinese for Business, Law, and International Relations). The course grounds students in real-world applications of political, economic, business/marketing, and law/public policy concepts and terminology within the context of the Chinese language. The goal of this course is to develop students' Chinese language proficiency in communicative political, business, and law contexts while being aware of Chinese socio-cultural dynamics. It includes a concurrent emphasis on business terminology, conducting business negotiations, comprehension of business and law-oriented publications such as newspapers and magazines, active engagement in discussions on current events, and the analysis of prevailing economic and legal trends in contemporary China. Particularly recommended for students who are thinking of careers in economics, business, politics, law, and international relations. Prerequisite: CHIN 212 or equivalent. (This course satisfies Global Perspective and Speaking Intensive.)  
cross listed: ASIA 313

## **French Courses**

*FREN 110: Beginning French I*

French 110 is designed to develop the student's ability to aurally comprehend, speak, read, and write basic controlled patterns of the French language. No prerequisite. (This course satisfies Humanities.)

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*FREN 112: Beginning French II*

French 112 is a continuation of 110 and culminates in readings, class discussions, and free composition to provide facility with the spoken and written language and insight into its structure. Prerequisite for French 112: placement recommendation or a grade of C or better in French 110. (This course satisfies Humanities.)

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*FREN 210: Interm French I: Cultural Emphasis*

(Intermediate French I: Cultural Emphasis.) This course offers a systematic review of all the basic elements of French grammar, implemented with culture-based readings and exercises. The objective is to prepare students for more sophisticated courses in language, literature, and culture. Prerequisite: French 112 or placement exam recommendation. (This course satisfies Humanities and Global Perspective.)

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*FREN 212: Interm French II: Literary Emphasis*

(Intermediate French II: Literary Emphasis.) This course presents advanced French grammar topics and enhances vocabulary acquisition with emphasis on effective communication. In addition to discussing the socio-historical context of several francophone societies, students begin critical reading and thematic oral discussion of a short novel in French for increased cultural understanding. Contextualized writing assignments also prepare students for success in more advanced coursework and study abroad. Prerequisite: French 210 or placement recommendation. (This course satisfies Humanities and Speaking Intensive.)

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*FREN 228: Oh Là Là: Stereotypes, Media, Mktg*

(Oh Là Là: French Stereotypes, Media, & Marketing.) This course offers an exploration of French culture and of the differences between French and American work practices. Popular media examples such as "Emily in Paris" often rely on clichés to convey this cultural gap: this course prepares students to interact with the French culture beyond these stereotypes by providing a deeper understanding of cultural differences and similarities in the business arena and beyond. In addition to this cultural contextualization, students will learn business and commercial French vocabulary and apply their knowledge

in practical professional exercises in business creation, job interviewing and advertising in French. Particularly recommended for students thinking of careers in business, economics, politics, or international relations.  
Prerequisite: FREN 212 or equivalent or permission of instructor. (This course satisfies Global Perspective and Speaking Intensive.)

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*FREN 230: French Literature and Cinema*

(The Art of Adapting: French Literature and Cinema) This course, taught in English, compares French literary works, both historical and contemporary, and their cinematic adaptations. The course addresses whether the author's literary style is reflected in or displaced by the cinematic style of the film directors studied. Students pay attention to the translation across genres (literature to film), across language and culture (example of American remakes), and across history (a historical period depicted in a modern cinematic era). This course is discussion-based and acquaints students with cinematic terms used to interpret the genre. All readings, discussions, and assignments will be in English with an option for French majors to complete reading and writing in French. No prerequisites. (This course satisfies Global Perspective and Speaking Intensive.)  
cross listed: CINE 230, LCTR 233

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*FREN 250: Writing with Style: Grammar, Syntax*

Students study francophone texts written in a variety of styles (descriptive, narrative, analytical, journalistic, etc.), and compose their own texts in these styles, while reviewing points of grammar and syntax associated with common writing errors. Writing assignments focus on clarity of structure, useful transitions, verbal agreement and sequencing of events. Particular attention is given to making appropriate word choices within a variety of cultural and linguistic contexts, and enhancing vocabulary for successful general academic writing. Students also have the opportunity to acquire terminology used in a particular area of career or personal interest (e.g. science, medicine, business, politics, literature, tourism, the environment, psychology, sociology,

film, art, music, etc.). Course recommended in preparation for 300-level coursework. Prerequisite: FREN 212 or equivalent. (This course satisfies Humanities and Writing Intensive.)

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*FREN 255: Visions of the Future*

This course offers oral and written work for students who have already reached an intermediate level of competency in oral and written expression. Based on short science fiction stories, this course focuses on a variety of subjects such as globalization's effects, social inequalities, climate change, and technology. FREN255 is a speaking-intensive course; students therefore engage in a diverse range of speaking activities, from debates, storytelling, podcast recording, to formal and informal presentations. Students also improve their reading and analytical skills, as well as their writing competency. Prerequisite: FREN 212 or equivalent or permission of instructor. (This course satisfies Humanities and Speaking Intensive.)

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*FREN 259: Immigration in France 1945 to Today*

This course will trace France's immigration history from the mid-twentieth century to the present. It will mainly offer an investigation of Muslim immigration and integration in the post-1945 period. Along the way, we will also consider the broader context of immigration (i.e., of national, ethnic, and religious groups other than Muslims to France), the formation and evolution of concepts of French national identity, and the history of French citizenship policy. This course represents a postcolonial approach to the history of France, at the nexus of colonial, immigration, and urban histories. These histories will be studied with a focus on the social, economic, political, and cultural stakes raised by immigration, and the course will consider how some in France have reacted against certain groups of immigrants as antithetical to "Frenchness". No prerequisites. (This course satisfies Humanities and Global Perspective.)

cross listed: HIST 259, LCTR 259

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*FREN 265: French Feminism*

(Feminist Voices of the Francophone World.) This course, taught in English, introduces French feminist literature and theory. Students read foundational texts from writers such as Olympe de Gouges, Simone de Beauvoir, Benoîte Groult, and Monique Wittig, along with contemporary French and Francophone Feminist/Queer authors. While all literary texts were originally written in French, the theoretical component may include essays by non-Francophone authors. Moreover, the course also discusses the particularities of French feminism, its controversies (such as the reaction to the "me too" movement,) and how it differs from Anglo-American feminism. All readings, discussions, and assignments will be in English with an option for French majors to complete reading and writing in French. No prerequisites. (This course satisfies Global Perspective and Writing Intensive.)  
cross listed: GSWS 265

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*FREN 270: Translation & Creative Writing*

This course aims to develop the student's written fluency in French, through the synergy of using two complementary approaches to writing, ie. exercises in translation (primarily French-English) and creative writing exercises in French. The course literature, written by various francophone authors, will include narratives, poems, letters, dramatic scenes, and news articles. Translation of these varied literary genres will hone the student's use of grammar and syntax, as well as understanding of stylistic and literary devices in cultural context. Creative exercises will be linked to literary and stylistic elements of texts studied, and framed in one or more cultural contexts. Original writing will also be inspired by the use of visual media (e.g. film, images), for a variety of short writing assignments to include poetry, prose and dramatic dialogue. The students' oral expression in French will be enhanced by analytic discussion of the readings and visuals, short interpretation exercises (the oral equivalent of translation), presentation and discussion of original creative material. An original text will be chosen for submission to



Collage literary magazine. Prerequisite: FREN 212 or equivalent. (This course satisfies Creative & Performing Arts.)

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*FREN 280: Parlez-vous poésie? Rondeau to Rap*

(Parlez-vous poésie? Rondeau to Rap.) This course examines poetic forms and themes in their cultural context, taken from France and the French-speaking world. A variety of fixed forms like the rondeau and the sonnet, as well as the fable, free verse, prose poems, visual poetry, rap and song lyrics are explored, as well as any existing musical adaptations of these texts. Students improve French pronunciation by studying rhyme, rhythm and intonation. French grammar and syntax are reviewed through the chosen poems, as well as language register for formal and informal expression. Students expand their vocabulary in French through language games and imitate poetic styles by creating original poetic texts in French. Selected texts are submitted to Collage Magazine for publication consideration (with optional audio recitation or musical adaptation). Prerequisite: FREN212 or equivalent. (This course satisfies Creative & Performing Arts.)  
cross listed: MUSC 281

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*FREN 325: Fairy Tales, Fantastique, & Fantasy*

In this course, students explore French and Francophone literature through the lenses of the supernatural. Course materials include Medieval and Classical fairy tales, XIXth century Nouvelles fantastiques, Francophone short stories, and contemporary fantasy. This course prepares students for serious reading and analysis of literary texts in French. It is an introduction to the concepts of literary criticism and explication de texte and familiarizes students with the vocabulary of literary analysis. All readings, discussions, and assignments are in French. Prerequisite: FREN 212 or equivalent. (This course satisfies Humanities and Writing Intensive.)

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*FREN 326: Chanson et société*

This course will examine popular music from the French-speaking world, and consider song as a reflection of social, political and cultural movements. Coursework will include listening to and viewing performances, and reading historical and critical texts on popular song. Examples will be drawn from French, Canadian and Francophone African song repertoires of various eras, and may also include music from other French-speaking territories. Students will learn terminology in French used to describe and analyze music. No previous musical experience necessary. Prerequisite: FREN 212 or equivalent. (This course satisfies Global Perspective and Writing Intensive.)  
cross listed: MUSC 302

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*FREN 328: Contemporary France*

This course will address current subjects of debate in France and study how France has changed (politically and socially) since its major period of decolonization in the 1950s-60s. Particular attention will be given to France's efforts to integrate immigrants, and specific issues related to French residents of Muslim heritage. Through the reading and discussion of literature and critical essays, as well as viewing current films and internet/satellite news broadcasts, students will gain greater understanding of France's changing identity. Oral and written competence will be enhanced by discussion, debate, presentation, and writing short papers in French. Prerequisite: FREN 212 or equivalent. (This course satisfies Global Perspective.)  
cross listed: ISLM 328

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*FREN 330: The French-Speaking World*

This course familiarizes students with the history, politics and contemporary culture of various areas of the French-speaking world (such as in Canada, the Caribbean, North and West Africa, the Middle East and Western Europe). Topics vary, and may include discussion of immigration, women's issues, political conflict, changing social and national identity. The course draws from

literature, film, music, critical materials and contemporary news sources.  
Prerequisite: French 212 or equivalent. FREN 330 and 430 meet concurrently.  
For 400-level credit, additional coursework is required. (This course satisfies  
Global Perspective.)  
cross listed: FREN 430

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*FREN 338: Cinéma Français*

This interdisciplinary course provides an overview of French cinematic history, with an emphasis on how French films and movements represent various social and political concerns of their time period. Film will be studied as an art form and cultural text to be interpreted, and films by major directors will illustrate key cinematic concepts and themes. Readings will address the socio-political context, from French film beginnings to the complexity of post-colonial French identity and cultural globalization depicted in contemporary French and Francophone films. This course is discussion-based, with occasional lectures, is taught in French, and will acquaint students with cinematic terms used to interpret the genre. Prerequisite: FREN212 or equivalent. Not open to students who have completed FREN 333: French Culture Through Film in English. (This course satisfies Global Perspective.)  
cross listed: CINE 338

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*FREN 380: Utopia to Science Fiction*

(Utopia to Science Fiction in French.) This course examines utopias and French science fiction, known as "littérature d'anticipation." Course materials include literary texts, films and graphic novels, to build connections through focused study of multiple genres in French. Through analysis of chosen texts and films, students develop critical thinking on topics related to racial difference, social and gender roles, ecological issues and scientific ethics. The course aims to enhance students' linguistic proficiency and cultural understanding, as well as hone analytical skills. Assignments encourage writing in various registers, to include film reviews, blog entries, short papers, a presentation, a précis, and a research paper. Prerequisite: FREN212 or

equivalent, or permission of instructor. FREN 380 and 480 meet concurrently. For 400-level credit, additional coursework is required. (This course satisfies Humanities and Writing Intensive.)  
cross listed: FREN 480

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*FREN 385: Art of Storytelling*

In this course, students will engage in the critical examination of story-telling, or the craft of constructing narrative within a cultural context. Students analyze and discuss course texts and understand elements of story construction through the study of selected francophone narratives, principally prose forms such as the novel, short story, dialogue and essay, but also select examples from film, narrative poetry and song. Students also translate and creatively transform existing narratives in order to examine issues of style and to create and present an original story to the class, based on models studied during the semester. Prerequisite: FREN 212 or equivalent, or permission of instructor. FREN 385 and 485 meet concurrently. Students taking this course at the 400 level for senior seminar credit for the French major complete an extra essay on the mid-term, a longer presentation and final research project, in consultation with the instructor. (This course satisfies Global Perspective and Speaking Intensive.)

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*FREN 390: Internship*

On-site training in spoken and written French at businesses or other organizations in Paris, France, or in Chicago. Students have been assigned to such organizations as the French government tourist office, the Alliance Française, the Services Culturels Français in Chicago, and the Québec Government Office in Chicago. . (This course satisfies Experiential Learning.)

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*FREN 425: Fairy Tales, Fantastique, & Fantasy*

In this course, students explore French and Francophone literature through the lenses of the supernatural. Course materials include Medieval and Classical fairy tales, XIXth century Nouvelles fantastiques, Francophone short stories, and contemporary fantasy. This course prepares students for serious reading and analysis of literary texts in French. It is an introduction to the concepts of literary criticism and explication de texte and familiarizes students with the vocabulary of literary analysis. All readings, discussions, and assignments are in French. Prerequisite: FREN 212 or equivalent. (This course satisfies Humanities and Writing Intensive.)

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*FREN 430: The French-Speaking World*

This course familiarizes students with the history, politics and contemporary culture of various areas of the French-speaking world (such as in Canada, the Caribbean, North and West Africa, the Middle East and Western Europe). Topics vary, and may include discussion of immigration, women's issues, political conflict, changing social and national identity. The course draws from literature, film, music, critical materials and contemporary news sources. Prerequisite: French 212 or equivalent. FREN 430 and 330 meet concurrently. For 400-level credit, additional coursework is required. (This course satisfies Senior Studies and Global Perspective.)  
cross listed: FREN 330

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*FREN 480: Utopia to Science Fiction*

(Utopia to Science Fiction in French.) This course examines utopias and French science fiction, known as "littérature d'anticipation." Course materials include literary texts, films and graphic novels, to build connections through focused study of multiple genres in French. Through analysis of chosen texts and films, students develop critical thinking on topics related to racial difference, social and gender roles, ecological issues and scientific ethics. The course aims to enhance students' linguistic proficiency and cultural

understanding, as well as hone analytical skills. Assignments encourage writing in various registers, to include film reviews, blog entries, short papers, a presentation, a précis, and a research paper. Prerequisite: FREN212 or equivalent, or permission of instructor. FREN 380 and 480 meet concurrently. For 400-level credit, additional coursework is required. (This course satisfies Humanities and Writing Intensive.)  
cross listed: FREN 380

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*FREN 485: Art of Storytelling*

In this course, students will engage in the critical examination of story-telling, or the craft of constructing narrative within a cultural context. Students analyze and discuss course texts and understand elements of story construction through the study of selected francophone narratives, principally prose forms such as the novel, short story, dialogue and essay, but also select examples from film, narrative poetry and song. Students also translate and creatively transform existing narratives in order to examine issues of style and to create and present an original story to the class, based on models studied during the semester. Prerequisite: FREN 212 or equivalent, or permission of instructor. FREN 485 and 385 meet concurrently. Students taking this course at the 400 level for senior seminar credit for the French major complete an extra essay on the mid-term, a longer presentation and final research project, in consultation with the instructor.

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*FREN 490: Internship*

On-site training in spoken and written French at businesses or other organizations in Paris, France, or in Chicago. Students have been assigned to such organizations as the French government tourist office, The Alliance Française, and the Services Culturels Français in Chicago. . (This course satisfies Experiential Learning.)

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*FREN 494: Senior Thesis*

The thesis allows students to do in-depth research and to develop an original thesis on a topic in French literature, literatures of the French-speaking world, French civilization, or linguistics. (Offered as required.)

**Italian Courses**

**Japanese Courses**

*JAPN 110: Beginning Japanese I*

An introduction to the form of spoken Japanese along with Japanese customs and culture. Most of the fundamental structures are covered in Japanese 110 and 112, together with writing practice in the hiragana and the katakana syllabaries. 112 is a continuation of 110. Lab work is an integral part of the sequence. No prerequisites. (This course satisfies Humanities.)  
cross listed: ASIA 111

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*JAPN 112: Beginning Japanese II*

An introduction to the form of spoken Japanese along with Japanese customs and culture. Most of the fundamental structures are covered in Japanese 110 and 112, together with writing practice in the hiragana and the katakana syllabaries and some basic kanji. 112 is a continuation of 110. Lab work is an integral part of the sequence. Prerequisite: Japanese 110 or equivalent. (This course satisfies Humanities.)  
cross listed: ASIA 113

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*JAPN 210: Interm Japanese in Cultural Context*

(Intermediate Japanese in Cultural Context.) This course continues the fundamentals of Japanese conversation begun in the first-year series, Japanese 110 and 112, and continues work on reading and writing the language. Extensive oral practice and conversation exercises are stressed. Classes are supplemented with audio materials and exercises and daily written work using hiragana, katakana, and kanji. This course also familiarizes students with Japanese society, customs, and culture. Students will make a researched presentation concerning a specific topic of interest related to Japanese culture, customs, society, politics, or the economy. Prerequisite: Japanese 112 or consent of instructor. (This course satisfies Humanities and Global Perspective.)  
cross listed: ASIA 211

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*JAPN 212: Adv Interm Japanese, Cultural Cont*

(Advanced Intermediate Japanese in Cultural Context.) This course continues the fundamentals of Japanese language began in Japanese 110, 112, and 210. Extensive practice in oral expression and increasingly stronger emphasis on reading and writing using hiragana, katakana, and kanji are stressed. Reading and speaking are supplemented with an extensive use of audio materials and exercises. There are daily assignments and occasional presentations. This course also familiarizes students with Japanese society, customs and culture. Students will make a researched presentation concerning a specific topic of interest related to Japanese culture, customs, society, politics, or the economy. Prerequisite: Japanese 210 or consent of the instructor. (This course satisfies Humanities and Global Perspective.)  
cross listed: ASIA 219

## **Linguistics Courses**

*LING 110: Introduction to Linguistics*

This is a general introduction to language and linguistics. This course offers a broad overview of subfields of linguistics: phonetics, phonology, morphology,



syntax, and semantics. It also introduces the cultural, psychological, and social aspects of language and language use. No prerequisites. (This course satisfies Humanities and Global Perspective.)

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*LING 201: Linguistics and Literature*

A consideration of the major linguistic theories and their implications and relations to literary criticism. Special emphasis on applications to literary criticism of transformational grammar, stratificational grammar, and tagmemics. Discussion and critical appraisal of the value of such approaches to literary analysis. Taught in English. No prerequisites. (This course satisfies Humanities.)

cross listed: LCTR 201

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*LING 223: Brazilian Music, Language, Culture*

This introductory course is designed to develop the student's ability to comprehend, speak, read, and write basic controlled patterns of the Portuguese language. Brazilian music is used as an important tool to reinforce aural and written language acquisition as well as to provide specific cultural context through the examination of historical, social, and political elements of the music. The course draws from comparative linguistics to enhance student learning by making explicit connections between Portuguese and other Romance languages (French, Spanish). No prerequisites. (This course satisfies Global Perspective.)

cross listed: PORT 223, MUSC 223, LNAM 223

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*LING 300: Language Learning, Teaching, and AI*

(Language Learning, Teaching, and AI Collaboration) This course offers a comprehensive exploration of language as a system, encompassing research

findings on language learning and teaching, along with insights into the collaborative integration of AI in the classroom. Students investigate the subfields of linguistics, such as phonology, morphology, semantics, syntax, discourse and pragmatics, language acquisition, second-language research methods, and language pedagogy. This course is about how to use language acquisition research and generalizations derived from it to inform teaching practices and materials design. Those considering teaching in the future can reflect on how to apply both the emerging and ongoing developments, research, and trends, such as translanguaging pedagogy, TPR storytelling pedagogy in the field to classroom instruction. Furthermore, the course explores the intersection of education and artificial intelligence, fostering discussions on the role of AI in language learning with attention to questions of bias and equitable learning opportunity. While this course is particularly designed for students interested in investigating the most effective methods for language instruction, it is also geared to raise awareness of how languages are both taught and ascertained. No prerequisites. (This course satisfies Humanities and Technology Intensive.)  
cross listed: EDUC 300

## **Literatures and Cultures in Translation Courses**

### *LCTR 200: Collage Magazine*

LCTR 200 is a practicum designed to provide an opportunity for students with some knowledge of any language other than English to learn about the design and production of Collage Magazine, while earning course credit. Collage Magazine represents cultural and linguistic diversity within the Lake Forest College community. The 0.25 credit course is graded on a Pass-Fail basis and requires enrolled students to complete forty (40) hours of work as Executive Board members contributing to the editing, production, and promotion of Collage, Lake Forest College's literary journal in the languages since 1969. The course is overseen by the faculty advisor to Collage, who will arrange for grade/credit assignments in consultation with the chair of the Modern Languages and Literatures Department. May be repeated; up to one full credit may be counted toward Lake Forest College graduation. No prerequisites. (This course satisfies Experiential Learning and Creative & Performing Arts.)

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*LCTR 201: Linguistics and Literature*

A consideration of the major linguistic theories and their implications and relations to literary criticism. Special emphasis on applications to literary criticism of transformational grammar, stratificational grammar, and tagmemics. Discussion and critical appraisal of the value of such approaches to literary analysis. Taught in English. No prerequisites. (This course satisfies Humanities.)

cross listed: LING 201

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*LCTR 222: Introduction to Arab Cultures*

This course introduces students to the wealth of literary, artistic and musical cultures in the Arabic-speaking world. Students will learn to describe, contextualize, and analyze representative cultural texts from literature (e.g., poem folk tale) fine arts (e.g., Painting, comics) and popular culture (e.g., popular music, films) and to evaluate how they reinforce, question or subvert nominative construction of gender, ethnicity, race, sexuality and nationalism specific to but not limited to the Arab world. Taught in English. No prerequisites. (This course satisfies Humanities and Global Perspective.)

cross listed: ARBC 222, ISLM 222

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*LCTR 224: A.I., Robots, and Gender*

(Decoding the Feminine: 'Artificial' Intelligence, Robots, and Gender) With recent A.I. progress (artificial intelligence or machine learning) and technological advancements, the gap between reality and fiction has shrunk significantly; yet, from Villiers de l'Isle-Adam's *Future Eve* (1886) to Alex Garland's *Ex Machina* (2014), A.I and robots have long been represented in literature and films as women. Does science fiction only dream of female A.I. and robots? Why? This course analyzes how global literature and cinema have imagined the future of technology and the intersectionality of A.I., robots, and gender. Adopting a feminist and posthumanist approach, students examine how A.I. and technology are reshaping what it means to be human,

and discuss social, political, and ethical considerations in both reality and fiction. Even if originally published in other languages, all texts and films will be available in English or with English subtitles. (This course satisfies Humanities and Global Perspective.)  
cross listed: GSWS 224

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*LCTR 230: East Asian Lit in Translation*

(East Asian Literature in Translation taught in English). This course is an introduction to traditional East Asian literature with the primary focus on China, Japan and Korea. It will concentrate on several themes, topics, authors and representative works of traditional Chinese, Japanese and Korean literature; emphasis on critical reading. This course will provide the students an opportunity to enjoy the most well known poems, novels and short stories produced by the prominent authors of the genres. No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: CHIN 230, ASIA 230

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*LCTR 232: Chinese Cinema in English*

This course provides a historical, critical, and theoretical survey of Chinese cinema, broadly defined to include films from Mainland China, Hong Kong, and Taiwan. We will look at the specific political, social, economic, technological and aesthetic factors that have influenced the shape and character of Chinese cinema over the last century. We will discuss a range of works by internationally directors, including Zhang Yimou, Feng Xiaogang, Stephen Chow, Ang Lee, etc. As this course serves as a general introduction to Chinese film, it is intended for students who have little or no knowledge of China. All films screened for the course have English subtitles, so no knowledge of the Chinese language is required. (This course satisfies Humanities and Global Perspective.)  
cross listed: CHIN 232, ASIA 232, CINE 232

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*LCTR 233: French Literature and Cinema*

(The Art of Adapting: French Literature and Cinema) This course, taught in English, compares French literary works, both historical and contemporary, and their cinematic adaptations. The course addresses whether the author's literary style is reflected in or displaced by the cinematic style of the film directors studied. Students pay attention to the translation across genres (literature to film), across language and culture (example of American remakes), and across history (a historical period depicted in a modern cinematic era). This course is discussion-based and acquaints students with cinematic terms used to interpret the genre. All readings, discussions, and assignments will be in English with an option for French majors to complete reading and writing in French. No prerequisites. (This course satisfies Global Perspective and Speaking Intensive.)  
cross listed: FREN 230, CINE 230

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*LCTR 236: Latin American Film in English*

Taught in English. An interdisciplinary study of Latin American film, from multiple perspectives: artistic, historical, political, and socio-economic. This course will highlight the artistic achievements of Latin American filmmakers from Argentina, Brazil, Chile, and Mexico. We will use selected readings from original works for films that are based on fiction. A number of films have been Academy Award nominees or winners. Further readings will include a history of Latin American cinema, movie reviews, and interviews with directors. The course will scrutinize the links among cultural phenomena, socio-political events, and the art of filmmaking. No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: SPAN 236, LNAM 236, CINE 236

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*LCTR 237: The Latin American World in English*

Taught in English. A study of native peoples of the American Indian civilizations from multiple perspectives: historical, political, sociological, and

literary. Course materials include readings and lectures on a wide variety of topics, discussions, films, videos, slides, and music. Students with a knowledge of Spanish and/or Portuguese may work with bilingual materials. May count toward the Spanish major. No prerequisites. (This course satisfies Global Perspective.)

cross listed: SPAN 337, LNAM 302

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*LCTR 251: Intro to Chinese Literature in Engl*

(Introduction to Chinese Literature in English) This course will introduce students to Chinese literature through representative works of philosophy, poetry, folklore and modern short stories. The goal of this course is twofold: to grant students glimpses into the rich repertoire of Chinese literature and hence insights into the fundamental humanistic traditions of China; and to develop a set of skills of literary analysis. No knowledge of Chinese language or prior coursework on Chinese culture is required. Taught in English. (This course satisfies Humanities and Global Perspective.)

cross listed: CHIN 251, ASIA 251

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*LCTR 259: Immigration in France 1945 to Today*

This course will trace France's immigration history from the mid-twentieth century to the present. It will mainly offer an investigation of Muslim immigration and integration in the post-1945 period. Along the way, we will also consider the broader context of immigration (i.e., of national, ethnic, and religious groups other than Muslims to France), the formation and evolution of concepts of French national identity, and the history of French citizenship policy. This course represents a postcolonial approach to the history of France, at the nexus of colonial, immigration, and urban histories. These histories will be studied with a focus on the social, economic, political, and cultural stakes raised by immigration, and the course will consider how some in France have reacted against certain groups of immigrants as antithetical to "Frenchness". No prerequisites. (This course satisfies Humanities and Global

Perspective.)  
cross listed: HIST 259, FREN 259

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*LCTR 260: Intro to Chinese Culture in English*

This course will explore elements of Contemporary Chinese culture and themes related to living, studying or working in China, as seen in films, videos, internet sources, and selected fiction and non-fiction texts. Topics covered include China's diverse geography, peoples and cuisine, doing business in China, the societal role of Chinese medicine, festivals and weddings, interpreting folk and contemporary art forms, current trends and themes in popular culture. This course will be taught in English. No prerequisite. (This course satisfies Humanities and Global Perspective.)  
cross listed: CHIN 260, ASIA 260

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*LCTR 261: Don Quijote & Imperl Spain in Trans*

(Don Quijote and Imperial Spain in Translation.) This course will study Cervantes's comic masterpiece in English translation. Focus will be on Cervantes's art, on analytical perspectives, and on historical background. Comparisons will be made with reinterpretations of Don Quijote, such as films and drawings. No prerequisites.  
cross listed: SPAN 361

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*LCTR 350: Contemp Latin Amer Lit in English*

(Contemporary Latin American Literature in English.) During the twentieth century, the narrative fiction of Latin America exploded onto the international literary scene. This course focuses on the precursors of the so-called 'boom' writers (Jorge Luis Borges, Graciliano Ramos) and the boom's major writers (Julio Cortazar, Gabriel Garcia Marquez, Juan Rulfo, Carlos Fuentes, Jorge

Amado), as well as its more recent figures (Isabel Allende, Clarice Lispector, Laura Esquivel, Manuel Puig), who take us into the twenty-first century. The course includes film adaptations of Latin American fiction. Special consideration is given to the aesthetic and historical contexts of these authors and their works. Students with a knowledge of Spanish or Portuguese may work with bilingual materials if they so choose. No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: SPAN 350, LNAM 350

## **Portuguese Courses**

*PORT 223: Brazilian Music, Language, Culture*

This introductory course is designed to develop the student's ability to comprehend, speak, read, and write basic controlled patterns of the Portuguese language. Brazilian music is used as an important tool to reinforce aural and written language acquisition as well as to provide specific cultural context through the examination of historical, social, and political elements of the music. The course draws from comparative linguistics to enhance student learning by making explicit connections between Portuguese and other Romance languages (French, Spanish). No prerequisites. (This course satisfies Global Perspective.)  
cross listed: LING 223, MUSC 223, LNAM 223

## **Spanish Courses**

*SPAN 109: Introductory Business Spanish*

This introductory course has been designed for students with no prior knowledge of Spanish but with interest in the Hispanic business world. This course focuses on initiating and responding to a variety of real-world business situations, such as meeting people, introducing companies, products, or making inquiries. Along with acquiring a solid foundation of basic Spanish used in the business world, students are exposed to the culture of selected Spanish-speaking countries. The course supports rapid progress in Spanish and aims to prepare students for intermediate-level language study. No prerequisites. (This course satisfies Humanities and Speaking Intensive.)

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*SPAN 111: Accelerated Spanish*

Spanish 111 is an intensive course designed to develop the ability to speak, read, write and navigate communication situations in the target language. Basic vocabulary and grammar are integrated into cultural readings, class discussions, and short compositions to apply the spoken and written language and increase understanding of elements of Spanish-speaking cultures. This intensive course is designed for highly motivated students and replaces SPAN110 and 112. No prerequisites. (This course satisfies Humanities.)

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*SPAN 210: Intermediate Spanish*

This course provides a systematic review of the basic elements of Spanish grammar and enhance vocabulary acquisition with emphasis on effective communication. Culture-based readings, videos, and a variety of oral and written exercises address historical and social contexts. Increased linguistic fluency and cultural understanding prepare students for success in more advanced coursework and study abroad. Students should follow with SPAN 212 in spring to complete the year-long sequence. (This course satisfies Humanities and Global Perspective.)

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*SPAN 212: Advanced Intermediate Spanish*

Spanish 212 is an advanced course to continue developing students' listening, speaking, reading, and writing abilities. Some of the course objectives include fostering classroom discussion, writing guided compositions, reviewing grammar topics, and building vocabulary beyond the elementary and intermediate levels. In addition to language studies, some aspects of Hispanic/Latino cultures are introduced through the reading of contemporary fiction as well as articles. Practice in reading contemporary fiction and expository prose, drama, and poetry to develop reading ease and accurate comprehension beyond the elementary and intermediate levels. Prerequisite: Spanish 210 or placement at the 212 level. (This course satisfies Humanities and Global Perspective.)

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*SPAN 236: Latin American Film in English*

Taught in English. An interdisciplinary study of Latin American film, from multiple perspectives: artistic, historical, political, and socio-economic. This course will highlight the artistic achievements of Latin American filmmakers from Argentina, Brazil, Chile, and Mexico. We will use selected readings from original works for films that are based on fiction. A number of films have been Academy Award nominees or winners. Further readings will include a history of Latin American cinema, movie reviews, and interviews with directors. The course will scrutinize the links among cultural phenomena, socio-political events, and the art of filmmaking. No prerequisites. (This course satisfies Humanities and Global Perspective.)

cross listed: LNAM 236, CINE 236, LCTR 236

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*SPAN 237: Identity/Memory Spanish Film*

(Identity and Memory in Contemporary Spanish Film.) Through the study of a selection of films and documentaries stretching from late Francoism through the Transición, until the 2008 economic crisis, this course provides a critical examination of the history and poetics of cinema in Spain, with particular attention to the relation between the representation of identity and the recovery of traumatic memory in contemporary culture. Regarding identity, this course addresses questions of national and regional identity (Spanish, Basque, and Catalan contexts), as well as the role of gender and sexual identity throughout late Francoism, the Transición, and democratic state. We also analyze how the directors problematize memory, especially traumatic memory, through their films. No prerequisites. (This course satisfies Humanities and Global Perspective.)

cross listed: CINE 237, GSWS 237

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*SPAN 250: Grammar, Syntax, and Style*

This course reviews grammar, orthography, syntax, and style through graded compositions, free compositions, grammar exercises, and translation. Students will study various types of expository writing to see the grammatical constructions in context and develop a wider vocabulary and a sense of style. Prerequisite: SPAN 212 or higher or placement exam recommendation or permission of instructor. (This course satisfies Humanities and Writing Intensive.)

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*SPAN 255: Conversation and Composition*

Intensive practice and free conversation and composition on a wide range of topics reflecting the needs and interests of the participants. Concentrated study of vocabulary, idioms, and selected grammar patterns and paradigms needed for oral proficiency. Activities include drills, discussions based on readings, debates, dialogues, and sketches. Supporting materials will be drawn from Latin American and Peninsular short stories, films, magazines, and newspapers. Prerequisite: SPAN 212 or higher or placement exam recommendation or permission of instructor. Not open to heritage speakers, except by permission of instructor. (This course satisfies Humanities and Speaking Intensive.)

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*SPAN 260: Spanish for Heritage Speakers*

This course is specifically oriented towards heritage speakers of the language - this is, those for whom Spanish is the predominant spoken language in the home. Students who enter this class will not necessarily have had a formal education in the language, but they must be native speakers of it. The course introduces, reiterates and fortifies the student's grammatical and compositional skills while refining his/her oral expression. The class is conducted exclusively in Spanish, and in addition to the requisite participation, there are a considerable number of writing, literary analysis and reinforcement assignments throughout the semester. The students also research the various

dialects of Latin American, Peninsular as well as U.S. Spanish. (This course satisfies Domestic Pluralism and Speaking Intensive.)

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*SPAN 300: Intro Reading Literature Spanish*

The purpose of this course is to prepare the student for serious reading and analysis of literary texts in Spanish. The course will be an introduction to the concepts of literary criticism and the vocabulary of literary analysis. The course will introduce students to various methodologies, including close reading of texts and sociological and psychological approaches. Texts will be chosen from the three major literary genres: poetry, prose fiction, and drama. It is strongly recommended that students take either Spanish 300 or 305 before going on to literature or culture courses in the 300-400 range. Prerequisite: SPAN 212 or higher 200-level course, or placement exam recommendation or permission of instructor. (This course satisfies Global Perspective and Speaking Intensive.)

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*SPAN 303: Paisajes sonoros de América Latina*

(Paisajes sonoros de América Latina: Música, política y poder.) This course considers Latin American music within a broad cultural, political, and historical framework. Latin American musical practices are explored by illustrating the different ways in which aesthetics and society are intersected through music. Our discussions will be framed by a range of concepts pertinent to Latin American contexts such as colonialism, diaspora, mestizaje, globalization, migration and community. This course will examine popular music from Latin America, and consider a song a reflection of socio-political, historical, and cultural movements. Coursework will include listening to and viewing performances and reading historical and critical texts on music and its relation to politics. Prerequisite: SPAN 212 or higher 200-level course, or placement exam recommendation or permission of instructor.  
cross listed: LNAM 303, MUSC 303

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*SPAN 305: The Civilization of Spain*

This course is an introduction to the history, art, music, literature, and customs of Spain. Course conducted in Spanish. Prerequisite: One higher 200-level Spanish course (ie. above SPAN 212) or placement exam recommendation or permission of instructor. (This course satisfies Global Perspective.)  
cross listed: LNAM 305

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*SPAN 306: Intro Latin American Culture*

This course will be taught in Spanish. It is designed to provide an introductory overview of Latin America's development focusing on its cultural manifestations through time. Films, music, and art will supplement readings for a better understanding of the cultural heterogeneity of Latin America, its past, and its present reality. Prerequisite: One higher 200-level Spanish course (ie. above SPAN 212) or placement exam recommendation or permission of instructor. (This course satisfies Humanities and Global Perspective.)  
cross listed: LNAM 306

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*SPAN 308: Contemporary Spain: Hist/Pol/Cultre*

The course focuses on popular culture (music, film, theatre, news) in conjunction with a study of the events of the past which led to social and political change in Spain. Spain has been a democracy since 1977 and a member of the European Union since 1986 (the year in which the country voted to join NATO) and has created strong economic, social, and cultural ties with Latin America. Through a study of selected songs, films, plays, news articles and videos, students examine Spain's transition from an isolated dictatorship to a democratic nation. Although mostly reported as a success story, Spain continues to deal with the lingering effects of fascism today. We address current questions of social justice, immigration, economy, regional autonomy, and political struggle. Prerequisite: One higher 200-level Spanish

course (i.e. above SPAN 212) or placement exam recommendation or permission of instructor. (This course satisfies Global Perspective.)

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*SPAN 310: Creative Writing*

Intensive work in creative original compositions of prose, poetry, and drama. Analysis of style in selected Hispanic writers. Prerequisite: One 300-level Spanish course or permission of instructor. (This course satisfies Creative & Performing Arts and Global Perspective.)

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*SPAN 314: Spanish Phonetics*

This course introduces the fundamentals of phonetic and phonological theory and describes the Spanish sound system. It also includes extensive oral practice with the aim of improving pronunciation, fluency, and communicative skills. Prerequisite: SPAN 212 or higher 200-level course, or placement exam recommendation or permission of instructor. (This course satisfies Humanities.)

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*SPAN 315: Introduction to Translation Studies*

This course is an introduction to the theory and practice of translation. Students will familiarize themselves with the different meanings of "translation," various approaches to the study of translated texts, methodologies used to translate across genres, and the relationship between translation and other disciplines, such as literature, politics, and cinema. A variety of technical, literary, and cultural texts from various national and linguistic traditions will provide opportunities to engage with translation theory through a comparative approach. Texts will be translated from Spanish to English and from English to Spanish. Prerequisite: SPAN 212 or higher 200-

level course, or placement exam recommendation or permission of instructor. (This course satisfies Global Perspective and Writing Intensive.)

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*SPAN 320: Spanish for Business, Law, Intl Rel*

(Spanish for Business, Law, and International Relations) This course prepares students to understand and produce conversational and written Spanish for business, law, and international affairs. Students practice using specialized vocabulary and concepts associated with contractual and diplomatic negotiation, banking and business, and law and public policy. Cultural and historical topics for discussion may include the financial crash of the early 2000s in Argentina; the rise and fall of Brazil's economy; foreign investment in Mexico, Central America, and the Caribbean; Spain's economic precarity after the 2008 financial crisis; trade, banking, and diplomatic relations between the U.S. and Latin America; marketing to Latino communities in the U.S. compared to different countries in Latin America; and human rights law and immigration policies in the U.S. This course balances intercultural knowledge with language tools, including vocabulary building, conversation practice, listening comprehension, and the acquisition of idioms necessary for intercultural communication and competence in Spanish-speaking contexts. Course materials include feature films, documentaries, and readings drawn from news sources. Particularly recommended for students who are considering careers in economics, business, politics, law, and international relations. Prerequisite: SPAN 212 or higher 200-level course, or placement exam recommendation or permission of instructor. (This course satisfies Global Perspective and Speaking Intensive.)  
cross listed: LNAM 320

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*SPAN 321: Business Spanish*

This course prepares students to understand, follow and discuss common business operations in Spanish. It includes concurrent emphasis on business terminology, conversational practice, readings and discussions of business topics and acquisition of expressions and idioms necessary for doing business

in Spain or Latin America. Particularly recommended for students who are thinking of careers in economics, business, politics, and international relations. Prerequisite: SPAN 212 or higher 200-level course, or placement exam recommendation or permission of instructor.

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*SPAN 322: Medical Spanish in a Global Context*

This course prepares students to use Spanish in a variety of health care settings. Particular emphasis is given to the acquisition of essential medical vocabulary in Spanish, and to the speaking and comprehension proficiency needed to conduct interviews with Spanish-speaking patients. The course will focus on the successful and caring treatment of Latino/Hispanic patients with limited English (often recent immigrants), as well as on the cultural norms that exist around health and the body in Latin America, norms which medical professionals must understand in order to deal properly with Spanish-speaking patients. Particularly recommended for students who are thinking of careers in the area of health care, but appropriate for any student interested in expanding Spanish proficiency in this field. Prerequisite: SPAN 212 or higher 200-level course, or placement exam recommendation or permission of instructor. (This course satisfies Global Perspective.)

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*SPAN 323: Translation for the Professions*

(Introduction to Translation for the Professions.) This course offers an introduction to translation in professional contexts. Students translate documents from diverse fields (including business, law, journalism, marketing, and medicine), improve critical reading and writing skills in Spanish and English, and practice consecutive interpreting. Translating and interpreting are grounded through an examination of the cultural context of the subject matter (historical, socio-political, etc.) in order to effectively render the message to a culturally-specific target audience. The course also touches on the non-linguistic skills essential to working as a professional translator, including (inter)cultural competence, building a CV, and collaborating with other language professionals. Though it is intended as an overview of the world of



commercial translation, this course will be useful to any student interested in working professionally in bilingual or Spanish-speaking environments, and assignments will be tailored to fit students' career interests. Prerequisites: SPAN 212 Advanced Intermediate Spanish or higher 200-level course, or placement exam recommendation or permission of instructor. (This course satisfies Humanities and Global Perspective.)

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*SPAN 325: U.S. Latinx Literature and Culture*

This course is taught in Spanish. It is designed to familiarize students with the cultural phenomena produced in the United States by the presence of two major Hispanic groups: Mexican Americans (20.6 million) and Puerto Ricans (3.4 million). The course will examine the historical, political, and cultural development of the Mexican American/Chicano and the Puerto Rican/Boricua Hispanic heritage. The main objective is to provide the students with an overall social and literary understanding and to recognize the cultural contribution made by these two important Hispanic groups. Topics such as neo-colonialism, popular culture, national identity, gender representation in art and literature, religious syncretism, and economic impact on the workforce will be explored. Literary texts by outstanding Chicano and Boricua authors will be included. Prerequisite: One 300-level Spanish course or permission of instructor. (This course satisfies Domestic Pluralism.)  
cross listed: LNAM 325

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*SPAN 330: Survey Peninsular Literature*

A panoramic view of Spanish literature with special emphasis on distinctive features of significant literary movements and periods. Lectures on the history of literature. Readings and discussion on selections from representative literary texts. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (This course satisfies Global Perspective.)

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*SPAN 333: Cine e Historia en América Latina*

The course examines the ways that movies view historical events and periods, while at the same time shaping public perception of those events and periods in Latin America. Examples of topics are the Conquest of the Americas, the legacy of Peron, the Castro and post-Castro eras in Cuba, the Catholic Church in Mexico, dictatorship and democracy in Brazil and Chile, and narco-trafficking. The basic format will be discussion with occasional interactive lectures. Readings will include essays on cinema and history. Students will view films mostly in DVD format from several countries. Assignments will include short essays, oral presentations, and a midterm and a final exam. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (Counts toward the Spanish major and minor. ) (This course satisfies Global Perspective.)  
cross listed: LNAM 333, CINE 337

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*SPAN 334: Cine Español*

An interdisciplinary study of Spanish film, from multiple perspectives: artistic, historical, political, and socio-economic. This course will highlight the artistic achievements of Spanish filmmakers from several periods, including Luis Buñuel, Carlos Saura, and Pedro Almodovar. Readings will include essays on film history, the language of cinema, movie reviews, and interviews with directors. The course will scrutinize the links among cultural phenomena, socio-political events, and the art of filmmaking. Films will be treated as complex aesthetic objects whose language does not merely photograph socio-historical reality but transfigures it. The course will also consider Spain in its broadest Iberian sense and will include films in Catalan, Galician, and Portuguese. Classes will be based mainly on discussion interspersed with occasional lectures. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (This course satisfies Global Perspective.)  
cross listed: LNAM 334, CINE 339

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*SPAN 335: Survey of Latin American Lit*

(Survey of Latin American Literature) The development of Latin American letters from the nineteenth-century movements of independence to the contemporary period. Readings will include novels, short stories, poetry, plays, and essays. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (This course satisfies Global Perspective and Writing Intensive.)

cross listed: LNAM 335

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*SPAN 336: Crime Fiction*

Latin American and Spanish authors have a rich history of crime and detective fiction that extends to the turn of the 20th century. In Latin America and Spain, crime fiction is referred to as *novela negra* and detective fiction is referred to as *novela pol?aca*. This course serves as an introduction to Latin America and Spanish crime and detective fiction, ranging from the early 20th-century *novela negra* to 21st-century narco-narratives. In particular, we compare crime and detective fiction to hard-boiled stories and their sub-genres, examine the genre's link to film, and investigate the works' socio-historical and political contexts such as globalization and immigration. Prerequisite: SPAN 250 or 255, or one 300-level course or placement exam recommendation or permission of instructor. (This course satisfies Humanities and Global Perspective.)

cross listed: LNAM 336

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*SPAN 337: The Latin American World in English*

Taught in English. A study of native peoples of the American Indian civilizations from multiple perspectives: historical, political, sociological, and literary. Course materials include readings and lectures on a wide variety of topics, discussions, films, videos, slides, and music. Students with a knowledge of Spanish and/or Portuguese may work with bilingual materials. May count toward the Spanish major. No prerequisites. (This course satisfies

Global Perspective.)  
cross listed: LNAM 302, LCTR 237

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*SPAN 338: Cine Latinoamericano*

An interdisciplinary study of Latin American film, from multiple perspectives: artistic, historical, political, and socio-economic. This course will highlight the artistic achievements of Latin American filmmakers from Argentina, Brazil, Chile, and Mexico. We will use selected readings from original works for films that are based on fiction. A number of films have been Academy Award nominees or winners. Further readings will include a history of Latin American cinema, movie reviews, and interviews with directors. The course will scrutinize the links among cultural phenomena, socio-political events, and the art of filmmaking. Films will be treated as complex aesthetic objects whose language does not merely photograph socio-historical reality but transfigures it. Classes will be based mainly on discussion interspersed with occasional lectures. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (This course satisfies Global Perspective.)  
cross listed: LNAM 338, CINE 341

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*SPAN 340: Feminist Voices in Spanish Lit/Cult*

(Feminist Voices in Spanish Literature and Culture) This course introduces students to the works of prominent Spanish writers spanning from the 19th to 21st century, with a particular emphasis on the development of feminism within Spain. Students study an array of texts, both written and visual, to examine how women have interacted with the changing cultural and political landscapes of their respective times. The course explores a variety of topics including early feminism, women's suffrage and the labor movement, repression under fascism and Franco, lesbian identity, and transfeminism. Prerequisite: SPAN 300 or higher or permission of instructor. (This course satisfies Global Perspective.)  
cross listed: GSWS 340

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*SPAN 350: Contemp Latin Amer Lit in English*

(Contemporary Latin American Literature in English.) During the twentieth century, the narrative fiction of Latin America exploded onto the international literary scene. This course focuses on the precursors of the so-called 'boom' writers (Jorge Luis Borges, Graciliano Ramos) and the boom's major writers (Julio Cortazar, Gabriel Garcia Marquez, Juan Rulfo, Carlos Fuentes, Jorge Amado), as well as its more recent figures (Isabel Allende, Clarice Lispector, Laura Esquivel, Manuel Puig), who take us into the twenty-first century. The course includes film adaptations of Latin American fiction. Special consideration is given to the aesthetic and historical contexts of these authors and their works. Students with a knowledge of Spanish or Portuguese may work with bilingual materials if they so choose. No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: LNAM 350, LCTR 350

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*SPAN 355: Literary Translation Workshop*

Robert Frost famously said that poetry is what is lost in translation. In this course, we prove him wrong. Students learn about the challenges of literary translation (both of prose and poetry) and through a hands-on workshop approach, acquire the necessary skills to navigate them. Some of the questions we consider include: How does one translate word play and humor? What is more important, meaning or form? How is the quality of a translation assessed? What gets translated and why? Students translate from Spanish into English and vice versa, and across different genres and registers. Students also learn about how the literary translation industry works and finish the semester with a translation ready to pitch to editors. Prerequisite: One translation course (SPAN 315 or 323), or an upper-level literature course, or by recommendation or permission of instructor. (This course satisfies Creative & Performing Arts and Writing Intensive.)

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*SPAN 360: Peninsular Narrative*

Reading, analysis, and discussion of selected narrative works of Peninsular Spanish authors; historical and aesthetic considerations of the texts will be stressed. The course is designed to impart to the student a sense of the development of Spanish prose fiction and of recurring and characteristic themes. The student will become acquainted with outstanding authors and works of the Golden Age and the nineteenth and twentieth centuries. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (This course satisfies Global Perspective.)

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*SPAN 365: Latin American Narrative*

The study of representative naturalist, neo-realist, and magic-realist writers. The student will read novels and short stories by outstanding writers such as Gallegos, Borges, Fuentes, Garcia Marquez, and Vargas Llosa. Prose works will be considered in a socio-historical context. Prerequisite: Spanish 212, 220, or placement exam. (This course satisfies Global Perspective and Writing Intensive.)  
cross listed: LNAM 365

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*SPAN 370: Hispanic Verse: Romances to Rap*

(Hispanic Verse: From Romances to Rap) The aim of this course is to help students read and understand poetry in Spanish. By approaching the works of relevant Spanish and Latin American poets from different perspectives, students will become more familiar with poetry and the historical context in which the texts were written. Part of the course is dedicated to introducing the creative mood of literature and studying the relationship between music and poetry: from its traditional formats to the most contemporary ones, including musical forms. The class will read and discuss some of the best-known poems of Hispanic literature from the 16th Century to the present; students will also have the chance to unleash their imagination by writing their own creative pieces...or songs...after all, a well-known musician (isn't he a poet?)

won the Nobel Prize in Literature in 2016. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (This course satisfies Global Perspective and Writing Intensive.)  
cross listed: LNAM 370

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*SPAN 375: Queer Iberia*

(Queer Iberia: Activism, Identities, and Origins) This course explores the origins, development, and histories of LGBTQ+ identity, activism, rights, and culture within Spain. We explore queerness as it relates to identity—cultural and political—to contextualize the particularities of the LGBTQ+ community within Spain today as well as its origins and evolutions. Under the label “queer,” we examine a variety of voices that challenge and subvert normativity, i.e. gender non-conformity, sexual identities, and political activism. Students study an array of media ranging from film, graphic novels, visual art, queer theory, journalism, to performance. The objective of this course is to provide students with a critical understanding of queerness and queer theory as applied to Spanish cultural production. Prerequisite: One 300-level Spanish course (This course satisfies Humanities and Global Perspective.)  
cross listed: GSWS 375

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*SPAN 380: Cine, Literatura y Sociedad Amr Lat*

(Cine, Literatura y Sociedad América Latina.) This course is an interdisciplinary study of Latin American societies, focusing on film and literature from multiple perspectives: artistic, historical, political, and socio-economic. The seminar will highlight the magisterial artistic achievements of Latin American novelists, short story writers, and playwrights and film adaptations of their works. It will scrutinize the links between socio-political events and artistic production. Seminar materials will include films, chapters from novels, short stories, plays, and readings on film, social issues, and politics. The basic format will be discussion with occasional interactive lectures. Assignments will include short essays, oral presentations, and a final

exam. Prerequisite: SPAN 300 or 305 or 306 or equivalent, or permission of instructor. (This course satisfies Global Perspective and Writing Intensive.)  
cross listed: LNAM 380, CINE 380

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*SPAN 385: Migration & AI in Spain/Latin Amer*

(Migrating Scenes: Artificial Intelligence, Imagination, and Migration in Spain and Latin America.) This course examines migration through cultural productions and new technologies to analyze how resilience, imagination, and human connection shape immigrants' experiences, welfare, and futures. Course materials include graphic novels, film, theater, fiction/narrative, visual art, and memoir. Alongside these, students research current events and explore how Artificial Intelligence is impacting the experiences of migrants and policy debates about immigration. Key questions include: How is AI being harnessed globally to analyze migration trends, make migratory projections, and develop infrastructure in immigrant-welcoming communities? How are immigrants using chatbots and other AI technologies to facilitate their migration and integration efforts? How can AI cultivate a more humane, ethical approach to migrants worldwide? The course is conducted in Spanish and is structured along a variety of migration trajectories connected to Spain and/or Latin America. Course goals include a comparative, critical understanding of migration as a dynamic, global experience of crisis, resilience, and cultural transformation whose future is deeply tied to AI technologies. Prerequisite: One higher 200-level Spanish course (above SPAN 212), placement exam recommendation, or permission of instructor. (This course satisfies Global Perspective and Technology Intensive.)  
cross listed: LNAM 385

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*SPAN 390: Internship*

On-site training in spoken and written Spanish at businesses or other organizations abroad and in Chicago. (This course satisfies Experiential Learning.)



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*SPAN 400: Women's Voices in Latin America*

An author, thinker, movement, or group of works studied in depth. All work in Spanish. This course will examine the role of women in Hispanic culture. Important figures such as La Malinche, Sor Juana Ines de la Cruz, and Eva Peron as well as the fiction, poetry, and films of Rosario Castellanos, Clarice Lispector, Gabriela Mistral, Isabel Allende, Rigoberta Menchu, Maria Luisa Bember, and Alicia Steimberg will be studied. Prerequisite: Two 300-level Spanish courses, including SPAN 300 or equivalent, or permission of instructor. (This course satisfies Global Perspective.)  
cross listed: LNAM 400, GSWS 400

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*SPAN 425: Latin American Culture*

A study of Latin American societies from multiple perspectives: historical, political, economic, and artistic. Course materials will include readings and lectures on a wide variety of topics, discussions, films, video, slides, and music. Prerequisite: Two 300-level Spanish courses, including SPAN 300 or equivalent, or permission of instructor. (This course satisfies Global Perspective.)

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*SPAN 480: Lit & History in Hispanic World*

The seminar will examine the interrelationships of major literary works and key historical moments in the history of Spain and Latin America. Examples are Don Quijote and the Imperial Age, the stories of García Márquez and 'La Violencia' in Colombia, the fiction of Fuentes and the Mexican Revolution. May be taken by juniors for senior seminar credit; may be taken by sophomores, but not for senior seminar credit. Prerequisite: Two 300-level Spanish courses, including SPAN 300 or equivalent, or permission of

instructor. (This course satisfies Global Perspective.)  
cross listed: LNAM 480

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*SPAN 490: Internship*

On-site training in spoken and written Spanish at businesses or other organizations in Santiago, Chile, and in Chicago. (This course satisfies Experiential Learning.)

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*SPAN 494: Senior Thesis*

Given for students who wish to graduate with honors. The thesis allows students to do in-depth research and to develop an original thesis on a topic in Hispanic literature or civilization. (Offered as required.)

# Museum Studies

## Faculty

*Linda Horwitz*

Professor of Communication  
Chair of Museum Studies

*Rebecca Goldberg*

Lecturer in Art & Director of the Gallery

*Rebecca Graff*

Associate Professor of Anthropology

Minor in Museum Studies

*No major is currently available.*

*Requirements for the Museum Studies Minor*

6 courses from at least 3 departments: a minimum of 2 courses should be at the 300-level or above. An internship or independent study is strongly recommended. A grade of C- or better must be earned in all courses counted toward the minor. Courses taken Pass-NoPass may count towards the minor in Museum Studies, as long as the grade originally earned in the class is "C-" or better.

**Core Courses (Two of the following from two different departments)**

- ARTH 239: Museum Histories and Practices
- COMM 212: Visual Rhetoric
- SOAN 215 Archaeological Field Methods **or**
- SOAN 216 Introduction to Archaeology

**Four Electives chosen from among**

- ARTH 201: Writing Art Criticism

- ARTH 238: Curating a College Collection (Prerequisite: ARTH 110)
- ARTH 338: Museum/Gallery Practicum (Prerequisite: ARTH 110)
- ARTH 323: Monuments and Memory (Prerequisite: One Art History course)
- ART 334: Installation (At least two prerequisites including Art 130, or Art 131, or Art 133 AND a Studio Art course from recommended list.)
- CHEM 105 Chemistry of Art
- COMM 212: Visual Rhetoric
- COMM 388: Rhetoric and Public Memory
- EDUC 210: Observing the Schooling Process
- EDUC 215: Instructional Communication Theory and Practice
- HIST 285: Public History
- HIST 318: Chicago: History and Public Memory (Prerequisite: one course in American history, politics, African American Studies or American Studies, or permission of the instructor.)
- HIST 368: Museums and Exhibitions (Prerequisite: Junior or senior standing, or permission of the instructor.)
- RELG 355: Exhibiting Religion in the Museum
- SOAN 215: Archaeological Field Methods
- SOAN 216: Introduction to Archaeology
- SOAN 225: Historic Artifact Analysis (Prerequisite: SOAN 205 OR SOAN 215 OR SOAN 220 OR consent of instructor.)
- SOAN 318: Archaeology of the Contemporary (Prerequisite: SOAN 110 OR SOAN 216 OR SOAN 220 OR consent of instructor.)

An internship or independent study is strongly recommended

Internship for 1 or 2 credits at a local museum or other relevant institution.

## **Learning Outcomes**

The expected Student Learning Outcomes for the Museum Studies Program are:

1. The Museum Studies minor will demonstrate a critical awareness of how museums communicate complex ideas to a general audience.

2. The Museum Studies minor will demonstrate understanding about the nature and work performed in Museums in a paper or presentation that directly evaluates key aspects of Museum operations, such as collection management, development, museum education, visitor services, etc.

3. The Museum Studies minor will demonstrate insight into the role of museums in culture, for example, as institutions embedded in historical contexts and as sites of cultural production.

4. The Museum Studies minor will demonstrate research skills that focus on objects or things preserved in Museum collections.

# Music

## Faculty

*Scott Edgar*

Associate Professor of Music  
Chair of Music

*Anne Barry*

Associate Professor of Music

*Donald Meyer*

Professor of Music

*Nicholas Wallin*

Associate Professor of Music

Major and Minor in Music

*Requirements for the Major in Music:*

At least 11 credits

- Music 251: Music Theory I
- Music 252: Music Theory II: Tonal Analysis
- Music 351: Music Theory III: Atonal Systems and Theory of Jazz, Rock and World Music
- Music 352: Form and Tonal Analysis
- Music 360: History of Western Art Music I
- Music 361: History of Western Art Music II
- 1 music culture course chosen from the following:

- Music 217: World Music Survey
  - Music 227: History of Jazz
  - Music 237: Hip-Hop Music Producers: American Music in Black, White, and Gray
  - Music 302: Chanson & Société
  - Music 303: Paisajes sonoros de América Latina: Música, política y poder
- 1 additional music course (see advisor for options).
  - Senior Seminar
  - 2 credits (2 years) of private lessons for credit on the same instrument (or voice) – To meet this requirement, students will complete four semesters chosen from:
    - MUSA 200-level, 300-level, 400-level (201-227; 301-327; 401-427). All semesters of lessons must be taken at the 200-level or higher.
    - Students typically will take 2 semesters at each level before progressing (2 semesters at 200-level, etc.)
  - Participation in at least 1 ensemble from the time a student declares the major through the rest of the student's time at Lake Forest College – Ensembles earn one quarter-credit each semester (although these may be taken for no credit as well).

A minimum grade of C is required in all music courses. Courses taken Pass-NoPass may *not* count towards the major or minor in Music.

#### Piano Proficiency Requirement

Students majoring in music are also required to pass a piano proficiency exam by the end of their junior year. The department encourages anyone considering a music major to take this exam as early as possible because students who do not pass the exam must take two semesters of piano lessons. These lessons may count as the course credit in music performance (a credit that is required of all majors), as the elective course for the major, or as an additional course beyond the requirements for the major.

*Requirements for the Minor:*

At least 6 credits

- 2 sequential courses in Music Theory, either:
  - Music 150 and Music 251
  - Music 251 and Music 252
- 1 of the following courses:
  - Music 360: History of Western Art Music I
  - Music 361: History of Western Art Music II
- 1 of the following courses:
  - Music 217: World Music Survey
  - Music 218: Music of Brazil: From Samba to Pop
  - Music 227: History of Jazz
  - Music 237: Hip-Hop Music Producers: American Music in Black, White, and Gray
  - Music 262: Great Composers
  - Music 264: The History of Rock and Roll
  - Music 265: American Music
  - Music 266: Music in Film
  - Music 280: Wagner, Tolkien, Star Wars
- 1 full credit (1 year) in music performance chosen from:
  - MUSA 200-level, 300-level, 400-level (201-227; 301-327; 401-427), 204, 205, 206, or 306
- 1 additional Music course, excluding Music 101 and any First-Year Studies course

*Music and...*

A major in music can be paired with most other programs on campus. Here are some frequent pairings:



- Music & Psychology
- Music & English
- Music & Education
- Music & Computer Science
- Music & Soc/Anthro
- Music & Business

## **Learning Outcomes**

The expected Student Learning Outcomes for the Music Department are:

1. The music major will be able to demonstrate skill as a performer on a musical instrument or as a vocalist in a variety of styles.
2. The music major will be conversant in the musical language of western art music, jazz, electronic music, popular music, and music of varied world cultures.
3. The music major will be able to demonstrate analytical ability in music theory and proficient aural skills, including the ability to recognize characteristic traits of musical style periods aurally and in writing.
4. The music major will be able to advocate for the musical arts and engage in entrepreneurial activities to successfully navigate a broad variety of professional music activities.

## **Music Courses**

*MUSC 101: Perspectives on Music*

An introduction to various facets of music through guided listening to selected masterpieces of Western music as well as exposure to folk music, popular music, and non-Western music. No previous knowledge is needed. Intended for non-majors. (This course satisfies Humanities.)

*MUSC 105: Sylvan Singers*

Lake Forest College Sylvan Singers focuses on choral repertoire written for treble voices, from all genres and time periods. Concerts include collaborations with other ensembles such as the Lake Forest College Concert Choir, Chamber Choir, Orchestra, and Concert Band. Students of all ability-levels are welcome. There are no formal auditions, however, membership in this ensemble is contingent upon a voice-placement hearing held at the beginning of the semester. This course may be repeated for credit. (As a quarter-credit course, under the Forester Fundamental Curriculum, this course meets one-quarter of the Creative & Performing Arts requirement.) (This course satisfies Creative & Performing Arts.)

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*MUSC 106: College/Community Chorus*

The Lake Forest College College/Community Chorus is an introductory mixed choral ensemble for beginning singers from the Lake Forest College Community. The College/Community Chorus performs choral music from classical, global, and popular repertoire in concerts both on and off campus. Performances may include collaborations with other ensembles including the Lake Forest College Chamber Orchestra, other collegiate and community choruses, and a wide range of soloists. No audition is required. No prerequisites. This course may be repeated for credit. (This course satisfies Creative & Performing Arts.)

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*MUSC 107: Concert Band*

The Band performs marches, overtures, waltzes, and suites by such composers as Vaughan Williams, Holst, Sousa, and others. The ensemble is open to all students. This course may be repeated for credit. (This course satisfies Creative & Performing Arts.)

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*MUSC 108: Chamber Orchestra*

The Chamber Orchestra is an ensemble devoted to the performance of Baroque, Classical, Romantic, and twentieth-century repertoire. The group performs two concerts each semester. The Chamber Orchestra is open to all qualified members of the College community. Auditions will be held early in the fall. This course may be repeated for credit. (This course satisfies Creative & Performing Arts.)

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*MUSC 109: West African Drumming Ensemble*

The African Drumming Ensemble is a hands-on workshop for students of all levels interested in learning the basics of West African drumming. Students work on developing rhythmic skills using authentic instruments and learn about the role of music in the cultures of Guinea, Mali, and other countries. No prerequisite. This course may be repeated for credit. (This course satisfies Creative & Performing Arts.)

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*MUSC 110: Jazz Ensemble*

The Jazz Ensemble performs music from big band classics and contemporary repertoire. The ensemble is open to all students by audition. This course may be repeated for credit. (This course satisfies Creative & Performing Arts.)

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*MUSC 119: Opera Workshop*

The Opera Workshop is a course designed for advanced voice students who are participating in an opera production at Lake Forest College. Students taking this course will sing roles in operas, operettas, or opera adaptations in public performance. Participation is by audition only. (This course satisfies Creative & Performing Arts.)

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*MUSC 150: Fundamentals of Music*

Introduction to elements and basic principles of tonal music: notation, intervals, scales, rhythm, meter, melody, and harmony. Emphasis on listening and creative work. No prerequisite, but some musical experience is helpful. (This course satisfies Humanities.)

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*MUSC 170: Intro to Music Teaching & Learning*

This course introduces students to the skills of teaching music. It explores how human beings acquire musicianship, and covers the foundational elements of music education. Musical elements addressed include: musical development, musical aptitude, listening, movement, rhythm, song teaching, singing, improvisation, composition, and basic teaching techniques associated with these. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with elementary students are key components of this course. MUSC 251 or Instructor approval. (This course satisfies Social Science and Speaking Intensive.)  
cross listed: EDUC 170, MUSE 170

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*MUSC 171: Music, Health, and Wellbeing*

Musicians learn essential life skills as they prepare for performance. Goal-setting, self-assessment, and navigating performance anxiety are essential skills for successfully navigating both music and life. Utilizing Social Emotional Learning and Mindfulness, students are able to explore their own skill-building while learning how to teach others to develop self-awareness, social-awareness, and responsible decision-making. Connections are made to solo performance, ensemble music-making, social justice/impact, and expanding music education beyond the traditional model of large ensembles. Through self-reflection, focusing on empathy, and broadening an understanding of the

impact of music, students emerge with both personal skills to better navigate their own musicianship and an awareness of how to teach these skills to others. No prerequisites. (This course satisfies Social Science.)  
cross listed: MUSE 171

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*MUSC 180: The Theater of Rock*

In this course we take a close look at what rock performers do onstage. How do they present themselves? What does their clothing convey? What do their gestures suggest? How are their props significant? Are they "being themselves" or are they performing a different persona? How important is their performance to our perception of the music they play? Utilizing methodologies from the field of Performance Studies, we survey the history of rock 'n' roll starting with early performers such as Little Richard, Elvis Presley, the Beatles, the Rolling Stones, Jim Morrison, and Jimi Hendrix. We note the emergence of glam rockers in the early 70s such as David Bowie and Marc Bolan as well as shock rockers like Alice Cooper and Kiss. We also consider groups that seem to be just "being themselves" onstage like the Grateful Dead and the Allman Brothers. Other performers we study may include Michael Jackson, Madonna, Prince, Amy Winehouse, and Lady Gaga. Finally, we consider rock performance in the COVID era: Zoom and other forms of online delivery. Students have a chance to examine and write about their favorite music performers in class presentations and papers. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: THTR 180

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*MUSC 206: Concert Choir*

Lake Forest College Concert Choir focuses on choral repertoire written for mixed-voice ensembles, from all genres and time periods. Concerts include collaborations with other ensembles such as the Lake Forest College Sylvan Singers, Chamber Choir, Orchestra, and Concert Band. Students of all ability-levels are welcome. There are no formal auditions and but membership in this ensemble is contingent upon a voice-placement hearing held at the beginning

of the semester. This course may be repeated for credit. (As a quarter-credit course, under the Forester Fundamental Curriculum, this course meets one-quarter of the Creative & Performing Arts requirement.) (This course satisfies Creative & Performing Arts.)

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*MUSC 217: World Music Survey*

Survey of music of the world's peoples: music in the cultures of Africa, Asia, and Latin America; the social and cultural roles of music. No prerequisite. (This course satisfies Humanities and Global Perspective.)

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*MUSC 218: Music of Brazil: From Samba to Pop*

Moving from studio recordings of samba and pop artists to field recordings of indigenous musicians, we explore the musical practices of Brazil throughout the twentieth and twenty-first centuries. As we delve into the contours and contexts of music scenes across the spectrum from bossa nova to hip hop, we begin to unpack what motivates musicians to create song as well as the meanings that these musicians and their listening audiences derive from such processes. Students garner essential knowledge about musical expressions in Brazil, including, but not limited to, Carnival, capoeira, country (sertanejo), folk (maracatu, afoxé, forró, repente, samba-reggae), gospel, MPB (música popular brasileira), hip hop, choro, samba, bossa nova, and Afro-Brazilian sacred music (Candomblé and Congado). Moreover, the goal of learning about these genres is not only to develop keen playing and listening skills, but also to hone skills in cultural understanding, collaboration, and empathy. To understand how Brazilian music is a site for racial justice, community, and historical struggle is to begin to develop a clear-eyed view of how Brazilians inhabit the social fabric of humanity in striking and meaningful ways. Learning activities entail lectures, class discussions, guest demonstrations, and student presentations and projects that incorporate creative analysis, writing, and invention. No prerequisites. (This course satisfies Humanities and Global Perspective.)

cross listed: LNAM 218

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*MUSC 220: Songwriting: Form & Analysis*

Participants are guided through a history of popular American song forms. The course begins by analyzing, composing, and critiquing simple field hollers, chants, or nursery rhymes. Then we analyze classic blues forms, Tin Pan Alley songs, country & Americana, rock, pop, and hip-hop songs. Following each analysis, participants compose original songs based on what we've gleaned from our analyses. Original songs are then critiqued by the class. Participants are expected to be able to write accurate chord charts, lead sheets, or accurately represent music in graphic form. Prerequisite: Private lessons in Songwriting Workshop (MUSA 111-20) or permission of the instructor. (This course satisfies Creative & Performing Arts.)

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*MUSC 221: Speakers and Phones Workshop*

Through extensive production and critique, the Speakers & Phones Workshop fosters artistic growth among beginners and experienced creators. The Workshop doesn't depend on access to expensive recording equipment and studios. We use our memories, our bodies, our voices, musical instruments, pen and paper, apps, our smart phones, tablets, laptops... whatever amateur or professional sound-generating and recording equipment participants own or can get ahold of on their own. We edit and polish our audio creations and then distribute them online in attention-grabbing ways. Participants are encouraged to work from their strengths and to push beyond their comfort zones in order to create audio work that ranges from music to sound collage to spoken word to storytelling to journalism. No formal training is required. The only prerequisites are the ability to hear, a willingness to work hard, an open mind and ready access to either a computer or a smart phone. (This course satisfies Creative & Performing Arts.)

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*MUSC 222: Grateful Dead and American Culture*

More than fifty years after the band's founding, the Grateful Dead looms larger than ever. From Haight-Ashbury acid-testers to visionary entrepreneurs, the band that grew up and out of the revolutions of the tumultuous 1960s found a way to mix everything from roots music to free jazz to rock into an "endless tour" that put them in the Fortune 500. The Grateful Dead provided a cultural soundtrack for not only the 1960s, but also the paranoia of the Watergate years, the Reagan-soaked 1980s, and on to the jam-band present. This course will focus on the band's performance of authentic "Americanness" throughout its half century run. We'll listen to their music, and also to their fans, enthusiasts, and scholars. We'll understand the various subcultures that separate the sixties and now, and in doing so, offer answers to this key question: Why do the Dead survive? (Elective for English, Theater, and Music) (This course satisfies Humanities.)

cross listed: THTR 206, ENGL 251, AMER 202

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*MUSC 223: Brazilian Music, Language, Culture*

This introductory course is designed to develop the student's ability to comprehend, speak, read, and write basic controlled patterns of the Portuguese language. Brazilian music is used as an important tool to reinforce aural and written language acquisition as well as to provide specific cultural context through the examination of historical, social, and political elements of the music. The course draws from comparative linguistics to enhance student learning by making explicit connections between Portuguese and other Romance languages (French, Spanish). No prerequisites. (This course satisfies Global Perspective.)

cross listed: LING 223, PORT 223, LNAM 223

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*MUSC 225: Intro to Electronic Music*

Designed for beginners in electronic music composition, the course provides a hands-on introduction to digital audio workstations. The course covers the



basics of MIDI, patch editing, digital audio, mixing, and sound design. Students will compose music continuously throughout the semester, ending with an EP of original music to be released to the world. (This course satisfies Creative & Performing Arts and Technology Intensive.)

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*MUSC 227: History of Jazz*

Principal styles of representative jazz musicians; the roots (including blues and ragtime); jazz in New Orleans and Chicago; and big band, swing, bop, and fusion. No prerequisite. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: AMER 227, AFAM 227

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*MUSC 237: Hip-Hop Music Producers*

(Hip-Hop Music Producers: American Music in Black, White, and Gray.) In this course we examine the role of the hip-hop producer. We learn the origins of hip-hop deejaying and music production and follow its development into sampling, digital collage, and producer-as-hip-hop-auteur. By digging into the sources of various samples, we learn about the history of American popular music production. In addition, we put the music created by hip-hop producers into historic context. There is no such thing as music production separate from identity. Because hip-hop is the dominant musical form of our time, and because it's widely viewed as a form of black music, we study it to flesh out American musical identity. In-class time consists of listening, lectures, discussions, quizzes, and midterms and final exams. Homework consists of readings and listenings. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: AFAM 238

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*MUSC 251: Music Theory I*

Basic elements of tonal harmony including triads, seventh chords, figured bass, harmonic progression, voice leading, and four-part writing. Prerequisite: Music 150 or consent of the instructor. (This course satisfies Humanities.)

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*MUSC 252: Music Theory II*

A continuation of the study of harmony, including modulation, chromatic harmony, and counterpoint. Prerequisite: Music 251 or consent of the instructor. (This course satisfies Humanities.)

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*MUSC 262: Great Composers*

In this course we will examine the lives and works of three significant composers in detail. Each semester the three selected composers will change. Some of the composers might include: Bach, Mozart, Beethoven, Tchaikovsky, Mahler, Stravinsky, Schoenberg, Copland, Duke Ellington, John Adams, and others. The course involves biographical readings, close listening analysis, and concert attendance. No prerequisite.

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*MUSC 264: History of Rock and Roll*

This course covers the history of rock music from its origins in the blues and American country music to the diverse rock styles heard today. Analysis of performances and compositional styles of several familiar rock stars is included. Social and political influences will be addressed, but the focus will be on the music itself. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: AMER 264

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*MUSC 265: American Music*

Music in the United States from the time of the pilgrims to the present day. The course includes art music, folk music, religious music, and jazz. Prerequisite: Any music class or consent of the instructor.  
cross listed: AMER 273

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*MUSC 266: Music in Film*

Music has played an important part of the movie-going experience since the beginnings of the film industry in the 1890's, and the blending of music and drama has deeper roots still. This course charts the development of music and sound in film, from these deep roots through the mis-named silent-movie era and on to the great film composers of the twentieth century and today. Students will learn the fundamental elements of a film score, investigate how a film composer works, and develop a vocabulary for describing and assessing film music. No prior knowledge of music or film history is necessary. (This course satisfies Humanities.)  
cross listed: AMER 266, CINE 266

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*MUSC 267: Disney, Music and Culture*

Walt Disney created an empire both influencing and being influenced by society and culture since its inception. Disney films, music, propaganda, media, business practices, and merchandise have been imbedded into popular culture. Disney, Music, and Culture is an introduction to the history and content of the Disney Corporation, the films and soundtracks, and a critical look at them through the lenses of race, ethnicity, gender, sexuality, and disability, among others. A major element of this course will involve viewing Disney films and analyzing critically based on the lenses mentioned above. The evolution of how Disney utilized music will also be examined at

length. Cross-listed with American Studies. No prerequisites. (This course satisfies Domestic Pluralism and Writing Intensive.)  
cross listed: AMER 272

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*MUSC 268: Music and the Mind*

In this course, we wrestle with fundamental questions regarding music and the human experience. Why does music exist? How did it evolve in the human species? What, exactly, does it do to us, as listeners and as practitioners? How does music change our brains? Is there really such a thing as a "Mozart Effect?" What new promises are there for therapeutic uses for music? Music's presence in the human species is clearly puzzling. While many scholars have speculated a reason for its existence, there is no definitive answer as to why we make music. Nevertheless, we do make music. There is not a single human culture on Earth that has no music. Some of the books we will be reading include *Musicophilia*, *The Singing Neanderthals*, and *This is Your Brain on Music*. Note that this is a course that requires students to give oral presentations. No prerequisites. (This course satisfies Humanities.)  
cross listed: NEUR 268

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*MUSC 269: The Beatles as Musicians*

The goal of this course is to introduce students to the study of popular music through the works of the Beatles. During this course, students develop their musical analysis and critical thinking skills in the process of learning about one of the most significant musical groups of the twentieth century. Students analyze the music of the Beatles in its historical context, as well as explore different theoretical approaches to the study of popular music, including the connections between music and text; the role of the Beatles as composers and musicians; the intersection of popular music and politics, gender, and race; and the function of music as a product in the global market. This course is designed for students of all backgrounds and enables students to develop their facility with music through written projects and discussion. No prerequisites. (This course satisfies Humanities.)

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*MUSC 271: Teaching Winds and Percussion*

**MUSC 271: The Art of Teaching Wind and Percussion Instruments.** This course introduces students to the techniques of teaching woodwind, brass, and percussion instruments. Students will develop competency on these instruments and learn appropriate instructional strategies to teach these instruments. Specific instruments include: flute, clarinet, alto saxophone, trumpet, horn, trombone, euphonium, snare drum, and bells. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with elementary/middle school students are key components of this course. Prerequisites: EDUC 170; No corequisites. (This course satisfies Social Science.)  
cross listed: MUSE 271, EDUC 271

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*MUSC 272: Teaching String Instruments*

**MUSC 272: The Art of Teaching String Instruments.** This course introduces students to the techniques of playing and teaching string instruments. Students will develop competency on these instruments and learn appropriate instructional strategies to teach these instruments. Specific instruments include: violin, viola, cello, and bass. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with elementary/middle school students are key components of this course. Prerequisites: EDUC 170, with a grade of B- or better. No corequisites. (This course satisfies Social Science.)  
cross listed: MUSE 272, EDUC 272

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*MUSC 273: Teaching Instrumental Ensembles*

**MUSC 273: The Art of Teaching Instrumental Ensembles.** This course introduces students to the techniques of teaching bands and orchestras. This

course is intended to provide students with a strong foundation of both skill and conceptual understanding in order to prepare them for a career in instrumental music education. It involve learning within both a college classroom setting and as a teacher and observer within K-12 schools. Specific elements include: conducting, score study, rehearsal technique, practical elements associated with organizing and executing an instrumental ensemble, and band/orchestra literature. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with middle school students are key components of this course. Prerequisites: EDUC 170 with a grade of B- or better. No corequisites. (This course satisfies Social Science.)  
cross listed: MUSE 273, EDUC 273

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*MUSC 274: Teaching Choral Ensembles*

MUSC 274: The Art of Teaching Choral Ensembles. This course introduces students to the techniques of teaching choir. This course is intended to provide students with a strong foundation of both skill and conceptual understanding in order to prepare them for a career in vocal music education. It involves learning within both a classroom setting and as a teacher and observer within K-12 schools. Specific elements include: conducting, score study, rehearsal technique, practical elements associated with organizing and executing a choral ensemble, and choral literature. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with middle school students are key components of this course. Prerequisites: EDUC 170 with a grade of B- or better. Corequisites: No corequisites. (This course satisfies Social Science.)  
cross listed: MUSE 274, EDUC 274

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*MUSC 280: Wagner, Tolkien, and Star Wars*

An in-depth comparative study of three epic masterpieces of Western culture: Richard Wagner's *The Ring of the Nibelungen*, J.R.R. Tolkien's *The Lord of the Rings* (through the films by Peter Jackson), and George Lucas' original

Star Wars trilogy. Special consideration will be given to the role of music in each of these epics (including the film scores of John Williams and Howard Shore). No prerequisites.

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*MUSC 284: Music of Protest*

Does a song have the power to alter history? Can music change the path of the politics of a nation? Throughout the history of the United States, music has played an important role in social, political, and cultural change. In this course, we focus on important moments of musical protest in Popular music in the United States, from the Civil War to the present day. We examine a range of issues, with a strong focus on Civil War-era abolition songs, music of the Civil Rights era, anti-War songs from the Vietnam and Iraq conflicts, and contemporary music that addresses police brutality and systemic racism. Additional topics include labor songs, and songs that protest environmental destruction. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: AFAM 284, AMER 284

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*MUSC 285: Creative Arts Entrepreneurship*

Creative Arts Entrepreneurship will offer an overview of the processes, practices, and decision-making activities that lead to the realization of our creative ideas. Students from across the humanities, arts, sciences, and business will learn the unique contexts and challenges of creative careers, with an emphasis on collaborative projects. The course will help students understand the nature and structure of arts enterprise while cultivating their own career vision and creative goals. Creative Arts Entrepreneurship is designed for students interested in developing, launching, or advancing innovative enterprises in arts, culture, and design, and those who love the initiative, ingenuity and excitement of putting creative ideas into action. The course combines readings and in-class discussions with site visits, case studies, guest lectures by working artists and creative professionals, and

student-driven projects. No prerequisites.  
cross listed: ENTP 285, ART 285, ENGL 285, THTR 285

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*MUSC 302: Chanson et société*

This course will examine popular music from the French-speaking world, and consider song as a reflection of social, political and cultural movements. Coursework will include listening to and viewing performances, and reading historical and critical texts on popular song. Examples will be drawn from French, Canadian and Francophone African song repertoires of various eras, and may also include music from other French-speaking territories. Students will learn terminology in French used to describe and analyze music. No previous musical experience necessary. Prerequisite: FREN 212 or equivalent. .  
cross listed: FREN 326

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*MUSC 303: Paisajes sonoros de América Latina*

(Paisajes sonoros de América Latina: Música, política y poder.) This course considers Latin American music within a broad cultural, political, and historical framework. Latin American musical practices are explored by illustrating the different ways in which aesthetics and society are intersected through music. Our discussions will be framed by a range of concepts pertinent to Latin American contexts such as colonialism, diaspora, mestizaje, globalization, migration and community. This course will examine popular music from Latin America, and consider a song a reflection of socio-political, historical, and cultural movements. Coursework will include listening to and viewing performances and reading historical and critical texts on music and its relation to politics. Prerequisite: SPAN 212 or higher 200-level course, or placement exam recommendation or permission of instructor.  
cross listed: SPAN 303, LNAM 303

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*MUSC 306: Women and Gender in Hip Hop*

This course examines the history and role of women and gender in Hip Hop, from the 1970s to 2010. The increasingly popular musical genre and cultural phenomenon is often critiqued for being misogynist and homophobic. This class examines where this critique stems from and subverts this narrative to show the importance of women and gender to hip hop music and culture. Topics covered in this course include female rap pioneers, how discussions of masculinity and femininity have shaped rap lyrics, and the growing gender fluidity in hip hop. Prerequisite: AFAM 120, 228, 238, or permission of Instructor. (This course satisfies Domestic Pluralism and Writing Intensive.) cross listed: AFAM 305, GSWS 306

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*MUSC 307: Chamber Choir*

The Lake Forest College Chamber Choir is an advanced choral ensemble. All singers registered for Sylvan Singers or Concert Choir may audition for Chamber Choir. The audition consists of: 1) a prepared segment from the ensemble's repertoire selected by the instructor, 2) vocal exercises, 3) aural exercises, and 4) sight reading. Repertoire chosen for this ensemble is at an advanced level and students are expected to work individually and in sections to secure their parts for full rehearsals. Performances include collaborations with other Lake Forest College ensembles including the Concert Band and Chamber Orchestra. Corequisite: MUSC 105 or MUSC 206; or permission of the instructor. This course may be repeated for credit. (This course satisfies Creative & Performing Arts.)

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*MUSC 325: Adv Electronic Music*

A continuation of Music 225. More independent work and hard disk recording. Prerequisite: Music 225.

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*MUSC 351: Music Theory III*

(Music Theory III: Atonal Systems and Theory of Jazz, Rock and World Music)  
This course will explore the theoretical systems of atonal and post-tonal music, including set theory and serialism. Theories and analyses of jazz, rock and world music will also be presented and explored. Prerequisite: Music 252.

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*MUSC 352: Form and Tonal Analysis*

Study of the principal forms in Western art music including binary and ternary forms, sonata, theme and variation, and rondo. This course covers analysis of tonal masterworks of the eighteenth and nineteenth centuries, including music of J. S. Bach, Mozart, Beethoven, Schubert, and Brahms, applying the knowledge gained in the study of tonal harmony. Prerequisite: Music 351.

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*MUSC 360: Music History I*

(Music History I: From Chant to Bach) An introduction to the music of the Middle Ages, Renaissance, and Baroque periods. Composers emphasized include Machaut, Josquin, Palestrina, Lassus, Monteverdi, Schutz, Purcell, A. Scarlatti, Handel, and Bach. Music 360 and 361 may be taken out of order. Prerequisite: Music 150 or consent of the instructor. (This course satisfies Humanities.)

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*MUSC 361: History of Western Art Music II*

Representative composers and compositions from the Classical and Romantic periods will be discussed, including Mozart, Beethoven, Haydn, Tchaikovsky, Brahms, and Wagner. The many trends and styles of music of the twentieth century will be covered, including Impressionism, Expressionism, Neo-Classicism, Minimalism, and Indeterminacy. Composers will include Debussy,

Ravel, Schoenberg, Reich, and Cage. Music 360 and 361 may be taken out of order. Prerequisite: Music 150 or consent of the instructor. (This course satisfies Humanities.)

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#### *MUSC 480: Senior Seminar*

Through networking assignments, in-depth discussion, readings, lectures, web exploration, TED Talks, and individually tailored assignments, the Senior Seminar helps students progress in five main areas of career advancement: Music Education and Scholarship, The Business of Music, Portfolio & Resume Development, Graduate School Investigation, and Networking & Mentor Engagement.

### **Applied Music Courses**

#### *MUSA 111: Applied Music*

Private instruction in musical instruments and voice. 100-level applied music is open to all students. Students receive weekly 30 minute lessons and earn 0.25 credit each semester. The student must satisfactorily complete at least twelve weekly lessons and participate in a workshop each semester. This course is graded on a letter-grade basis. Repeatable for credit. No prerequisites. An additional fee is charged. See the Music Lessons webpage at <http://www.lakeforest.edu/academics/programs/music/lessons.php> for information on fees and waivers. Following are the sections available by instrument: 01 Classical Piano, 02 Jazz Piano, 03 Classical Guitar, 04 Voice, 05 Flute, 06 Oboe, 07 Clarinet, 08 Bassoon, 09 Saxophone, 10 Horn, 11 Trumpet, 12 Low Brass, 13 Percussion, 14 Violin, 15 Viola, 16 Cello, 17 Bass, 18 Jazz/Blues Guitar, 19 Improvisation, 20 Miscellaneous, 21 Conducting, 22 West African Drumming Chamber Ensemble, 23 Songwriting, 24 Aural Skills, 25 Harp (This course satisfies Creative & Performing Arts.)

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*MUSA 211: Applied Music*

Private instruction in musical instruments and voice. Applied music study at the 200-level and above is intended for music majors and minors. Students receive weekly 60 minute lessons and earn ½ credit each semester. The student must satisfactorily complete at least twelve weekly lessons, participate in a workshop, and perform before a faculty jury each semester. This course is graded on a letter-grade basis. Prerequisite: permission of the department chair. An additional fee is charged. See the Music Lessons webpage at <http://www.lakeforest.edu/academics/programs/music/lessons.php> for information on fees and waivers. Following are the sections available by instrument: 01 Classical Piano, 02 Jazz Piano, 03 Classical Guitar, 04 Voice, 05 Flute, 06 Oboe, 07 Clarinet, 08 Bassoon, 09 Saxophone, 10 Horn, 11 Trumpet, 12 Low Brass, 13 Percussion, 14 Violin, 15 Viola, 16 Cello, 17 Bass, 18 Jazz/Blues Guitar, 19 Improvisation, 20 Miscellaneous, 21 Conducting, 22 West African Drumming Chamber Ensemble, 23 Songwriting, 24 Aural Skills, 25 Harp (This course satisfies Creative & Performing Arts.)

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*MUSA 212: Applied Music*

Continuation of MUSA 211. Prerequisite: MUSA 211 (This course satisfies Creative & Performing Arts.)

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*MUSA 311: Applied Music*

Continuation of applied music study. Prerequisite: MUSA 212, including a jury grade of C or better. (This course satisfies Creative & Performing Arts.)

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*MUSA 312: Applied Music*

Continuation of MUSA 311. Prerequisite: MUSA 311. (This course satisfies Creative & Performing Arts.)

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*MUSA 411: Applied Music*

Continuation of applied music study. Prerequisite: MUSA 312, including a jury grade of C or better. (This course satisfies Creative & Performing Arts.)

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*MUSA 412: Applied Music*

Continuation of MUSA 411. Repeatable for credit. Prerequisite: MUSA 411. (This course satisfies Creative & Performing Arts.)

# Music Education

## Faculty

*Anne Barry*

Associate Professor of Music  
Chair of Music Education

*Scott Edgar*

Associate Professor of Music

*Nicholas Wallin*

Associate Professor of Music

## **Major in Music Education**

Requirements for the Major in Music Education:

Fifteen credits total—13 credits in music, 2 credits in education

**This major must be completed concurrently with the Education Department's K-12 Teacher Licensure program. See the Education Department for more information.**

## **MUSIC THEORY (3 courses):**

- MUSC 251: Music Theory I (pre-requisite: MUSC 150, successful testing into MUSC 251, or permission of instructor)
- MUSC 252: Music Theory II
- MUSC 351: Music Theory III: Atonal Systems and Theory of Jazz, Rock and World Music **OR** MUSC 352: Form and Tonal Analysis

## **MUSIC HISTORY/CULTURE (3 courses):**

- MUSC 360: History of Western Art Music I

- MUSC 361: History of Western Art Music II
- MUSC 217: World Music Survey

**MUSIC EDUCATION (7 courses—5 credits in music, 2 credits in education):**

- EDUC 170: Foundations of Music Teaching and Learning (pre-requisite for all other MUSE classes)
- MUSE 271: The Art of Teaching Winds and Percussion
- MUSE 272: The Art of Teaching String Instruments
- MUSE 273: The Art of Teaching Instrumental Ensembles
- MUSE 274: The Art of Teaching Choral Ensembles
- EDUC 275: Teaching Music in the Elementary School
- EDUC 422: Discipline-Specific K-12 Curriculum and Instructional Design for Music (Senior Seminar in Music Education. In conjunction with EDUC 419, this course meets the senior seminar requirement for the K-12 Teacher Licensure program.)

**MUSIC PERFORMANCE:**

- All music education majors must complete weekly 60-minute lessons on their primary instrument/voice for each semester while a declared major. Students must complete MUSA 200-level, 300-level, & 400-level to graduate. Should students complete this sequence before the semester prior to student teaching, the student will continue to take MUSA 400-level (repeatable for credit) each semester they are in residence at the college and not student teaching. Successful passing of a jury performance each semester is required to advance to the next level of lessons. As a capstone performance experience, the music education majors will be required to perform at least a 30-minute recital in the semester preceding their student teaching, including a recital jury to be successfully passed no less than 30 days prior to the recital. Students are to register for MUSA 412 their final semester of lessons prior to student teaching.
- Music education students must participate in at least 1 ensemble per semester from the time a student declares the major through the rest of the student's time at Lake Forest College with the

exception of the student teaching semester. This participation must include at least one semester in a vocal ensemble (concert choir; men's chorus or women's chorus), one semester in an instrumental ensemble (concert band, jazz band, orchestra), and one semester in the West African Drumming Ensemble. Ensembles can earn one quarter-credit each semester but students should enroll for no credit unless advised otherwise by their advisor.

- Music education students must complete at least two semesters of MUSA 123 Applied Conducting to graduate. These applied lessons should be taken during the student's junior or senior year prior to student teaching.

### **PIANO PROFICIENCY:**

All music education students must pass a piano proficiency exam by the end of their sophomore year. Students will be tested at the beginning of their sophomore year. If students are unable to successfully pass any element of the exam, half-hour music education piano lessons (not for credit) will be required until successful proficiency is achieved.

Students must earn a minimum grade of B- in all courses used to fulfill the Music Education major. Courses taken Pass-NoPass (with the exception of internships) will not count toward the major. See the Education Department's policy for further details regarding GEC and Education requirements.

*Requirements for the Minor*

At least 6 credits:

- EDUC/MUSE/MUSC 170: Foundations of Music Teaching and Learning (pre-requisite for all other MUSE courses)
- 1 of the following courses:
  - MUSE 271: The Art of Teaching Winds and Percussion
  - MUSE 272: The Art of Teaching String Instruments
  - MUSE 273: The Art of Teaching Instrumental Ensembles
  - MUSE 274: The Art of Teaching Choral Ensembles



- EDUC 275: The Art of Teaching Elementary General Music
- EDUC 210: Observing the Schooling Process
- MUSC 251: Music Theory I
- 1 of the following courses:
  - MUSC 360: History of Western Art Music I
  - MUSC 361: History of Western Art Music II
  - MUSC 217: World Music Survey
- MUSA 111: 1 Semester of applied lessons on instrument/voice (.5 credit)
- 2 Semesters of Lake Forest College ensemble participation (.25 credit each):
  - MUSC 104: Men's Chorus
  - MUSC 105: Women's Chorus
  - MUSC 106: College/Community Chorus
  - MUSC 107: Concert Band
  - MUSC 108: Chamber Orchestra
  - MUSC 109: West African Drumming Ensemble
  - MUSC 110: Jazz Ensemble
  - MUSC 204: Singing Statesmen
  - MUSC 205: Advanced Women's Chorale
  - MUSC 206: Concert Choir

The minor must consist of at least eight courses (6 credits), including four courses that do not double count in the student's major or other minor. Music Education minors may take courses Pass-NoPass with the approval of the program chair.

## Learning Outcomes

The expected Student Learning Outcomes for the Music Education Program are:

1. The music education major will be able to demonstrate the use of the basic vocabulary of music and education .
2. The music education major will be able to apply the knowledge and skills necessary to create and perform music.
3. The music education major will be able to apply pedagogical knowledge and skills appropriate to the teaching of music, including issues of diversity, gender equity, and the needs of diverse student abilities.
4. The music education major will meet the standards articulated in the Illinois State Board of Education's standards, including the Illinois Professional Teaching Standards and Music Content Area Standards.
5. The music education major will be able to apply the knowledge and skills necessary to embed the dispositions and practices associated with Social Emotional Learning into their teaching.

## Music Education Courses

*MUSE 170: Intro to Music Teaching & Learning*

This course introduces students to the skills of teaching music. It explores how human beings acquire musicianship, and covers the foundational elements of music education. Musical elements addressed include: musical development, musical aptitude, listening, movement, rhythm, song teaching, singing, improvisation, composition, and basic teaching techniques associated with these. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with elementary students are key components of this course. Prerequisite: MUSC 251 or Instructor approval (This course satisfies Social Science and Speaking Intensive.)

cross listed: MUSC 170, EDUC 170

*MUSE 171: Music, Health, and Wellbeing*

Musicians learn essential life skills as they prepare for performance. Goal-setting, self-assessment, and navigating performance anxiety are essential skills for successfully navigating both music and life. Utilizing Social Emotional Learning and Mindfulness, students are able to explore their own skill-building while learning how to teach others to develop self-awareness, social-awareness, and responsible decision-making. Connections are made to solo performance, ensemble music-making, social justice/impact, and expanding music education beyond the traditional model of large ensembles. Through self-reflection, focusing on empathy, and broadening an understanding of the impact of music, students emerge with both personal skills to better navigate their own musicianship and an awareness of how to teach these skills to others. No prerequisites. (This course satisfies Social Science.)  
cross listed: MUSC 171

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*MUSE 271: Teaching Winds and Percussion*

MUSE 271: The Art of Teaching Wind and Percussion Instruments. This course introduces students to the techniques of teaching woodwind, brass, and percussion instruments. Students will develop competency on these instruments and learn appropriate instructional strategies to teach these instruments. Specific instruments include: flute, clarinet, alto saxophone, trumpet, horn, trombone, euphonium, snare drum, and bells. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with elementary/middle school students are key components of this course. Prerequisites: EDUC 170 Corequisites: No corequisites (This course satisfies Social Science.)  
cross listed: MUSC 271, EDUC 271

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*MUSE 272: Teaching String Instruments*

MUSE 272: The Art of Teaching String Instruments. This course introduces students to the techniques of playing and teaching string instruments.

Students will develop competency on these instruments and learn appropriate instructional strategies to teach these instruments. Specific instruments include: violin, viola, cello, and bass. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with elementary/middle school students are key components of this course. Prerequisites: EDUC 170/MUSC 170, with a grade of B- or better. Corequisites: No corequisites. (This course satisfies Social Science.)  
cross listed: MUSC 272, EDUC 272

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*MUSE 273: Teaching Instrumental Ensembles*

MUSE 273: The Art of Teaching Instrumental Ensembles. This course introduces students to the techniques of teaching bands and orchestras. This course is intended to provide students with a strong foundation of both skill and conceptual understanding in order to prepare them for a career in instrumental music education. It involve learning within both a college classroom setting and as a teacher and observer within K-12 schools. Specific elements include: conducting, score study, rehearsal technique, practical elements associated with organizing and executing an instrumental ensemble, and band/orchestra literature. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with middle school students are key components of this course. Prerequisites: EDUC 170 with a grade of B- or better. Corequisites: No corequisites. (This course satisfies Social Science.)  
cross listed: MUSC 273, EDUC 273

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*MUSE 274: Teaching Choral Ensembles*

MUSE 274: The Art of Teaching Choral Ensembles. This course introduces students to the techniques of teaching choir. This course is intended to provide students with a strong foundation of both skill and conceptual understanding in order to prepare them for a career in vocal music education. It involves learning within both a classroom setting and as a teacher and observer within K-12 schools. Specific elements include: conducting, score

study, rehearsal technique, practical elements associated with organizing and executing a choral ensemble, and choral literature. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with middle school students are key components of this course. Prerequisites: EDUC 170 with a grade of B- or better. Corequisites: No corequisites. (This course satisfies Social Science.)  
cross listed: MUSC 274, EDUC 274

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*MUSE 275: Teaching Music in Elementary School*

MUSE 275: Teaching Music in the Elementary School. This course introduces students to the techniques of teaching music to elementary age students. Students will become exposed to developmentally appropriate musical activities for students in kindergarten through eighth grade. Multiple approaches will be presented including Orff, Kodaly, Dalcroze, and Music Learning Theory. Students should expect to actively engage in music making, teaching, and critical thinking. Peer teaching and clinical work with elementary students are key components of this course. Prerequisites: MUSC 170 with a grade of B- or better. Corequisites: No corequisites. (This course satisfies Social Science and Technology Intensive.)  
cross listed: EDUC 275

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*MUSE 276: Music, Health, and Wellbeing*

Musicians learn essential life skills as they prepare for performance. Goal-setting, self-assessment, and navigating performance anxiety are essential skills for successfully navigating both music and life. Utilizing Social Emotional Learning and Mindfulness, students are able to explore their own skill-building while learning how to teach others to develop self-awareness, social-awareness, and responsible decision-making. Connections are made to solo performance, ensemble music-making, social justice/impact, and expanding music education beyond the traditional model of large ensembles. Through self-reflection, focusing on empathy, and broadening an understanding of the impact of music, students emerge with both personal skills to better navigate

their own musicianship and an awareness of how to teach these skills to others. No prerequisites. (This course satisfies Social Science.)

# Neuroscience

## Faculty

*Shubhik DebBurman*

Disque D. and Carol Gram Deane Professor of Biological Sciences  
Chair of Neuroscience

*Hannah Carlson*

Assistant Professor of Psychology and Neuroscience

*Alexander Cates*

Visiting Assistant Professor of Neuroscience

*Matthew Kelley*

Professor of Psychology  
Associate Dean of the Faculty

*Karen Kirk*

Professor of Biology

*Jean-Marie Maddux*

Assistant Professor of Psychology

*Blaine Moore*

Professor of Neuroscience

*Margot Schwalbe*

Assistant Professor of Biology

*Elayne Vollman*

Assistant Professor of Psychology

*Naomi Wentworth*

Associate Professor of Psychology

Associated Faculty

*Sugata Banerji*

Associate Professor of Computer Science

*Flavia Barbosa*

Associate Professor of Biology

*Paul Henne*

Assistant Professor of Philosophy

*Sara Jamshidi*

Assistant Professor of Computer Science and Mathematics

*Chloe Johnston*

Associate Professor of Theater and Performance Studies

*Donald Meyer*

Professor of Music

*Frederick Prete*

Visiting Assistant Professor of Biology



*Katy Reedy*

Visiting Assistant Professor of English

Major and Minor in Neuroscience

*Requirements for the Major:*

At least 14 credits

- **Fundamental - 7 courses**

- Biology 120: Organismal Biology
- Biology 221: Molecules, Genes, and Cells
- Chemistry 115: General Chemistry I
- Chemistry 116: General Chemistry II
- Psychology 110: Introduction to Psychological Science
- Psychology 221: Research Methods and Statistics I
- Psychology 222: Research Methods and Statistics II

- **Core - 2 courses**

- Biology 346/Neuroscience 301: Neuroscience: Neuron to Brain
- Psychology 370/Neuroscience 302: Neuroscience: Brain to Behavior

- **Electives - 4 courses** chosen from the following list. (At least 1 Biology and 1 Psychology course; At least 2 of the 4 electives must be taken at Lake Forest College):

- Neuroscience/Psychology 128: Introduction to Neuroscience: Medical Mysteries of the Mind
- Biology/Neuroscience 130: Deadly Shapes, Hostage Brains
- Health Professions Program/Biology/Neuroscience 209: Human Physiology

- English/Neuroscience 232: Stories from the Spectrum: Neurodiversity, Health, and Medicine in Literature
- English/Neuroscience 249: Brains, Minds, and Madness in Literature
- Theater/Neuroscience 254: The Mind Onstage: Performance, Action, Emotion
- Music/Neuroscience 268: Music and the Mind
- Philosophy/Neuroscience 291: Descartes to Kant
- Philosophy/Neuroscience 296: Philosophy of Mind
- Psychology/Neuroscience 310: Sensation & Perception
- Psychology/Neuroscience 320: Learning
- Biology/Neuroscience 322: Molecular Biology
- Biology/Neuroscience 324: Advanced Cell Biology
- Computer Science/Neuroscience 325: Artificial Intelligence
- Biology/Neuroscience 326: Immunology
- Biology 325/Neuroscience 327: Frontiers in Cell Biology and Disease
- Psychology/Neuroscience 330: Motivation & Emotion
- Biology/Neuroscience 340: Animal Physiology
- Biology/Neuroscience 342: Developmental Biology
- Biology/Neuroscience 344: Animal Behavior
- Psychology/Neuroscience 350: Psychopathology & Clinical Science
- Biology/Neuroscience 351: Personal Genetics
- Biology/Neuroscience 352: From Genotype to Phenotype
- Psychology/Neuroscience 360: Cognitive Psychology
- Biology/Neuroscience 362: Mechanisms of Brain Dysfunction

- Biology/Psychology/Neuroscience 365: The Neuroscience of Sleep
- Biology/Psychology/Neuroscience 372: Pharmacology: Drug, Brain, Behavior
- Philosophy/Neuroscience 375: Neuroethics
- Psychology/Neuroscience 385: Comparative Psychology
- Neuroscience 387: Experimental Investigations in Neurodegeneration
- Biology/Psychology/Neuroscience 388: The Malleable Brain: Mechanisms of Neural Plasticity
- Biology/Neuroscience 389: Evolution

- **Senior Studies Requirement** - through completion of one of the following options:

- A Senior Seminar course (topics change each semester), or,
- Two course credits of Neuroscience 493: Research Project, or,
- Two course credits of Neuroscience 494: Senior Thesis

*In order to count a specific course toward the major, a student must earn at least a C-minus in that course. Although strongly discouraged, courses taken Pass-NoPass may count towards the major or minor in Neuroscience, as long as the grade originally earned in the class is "C-" or better. In order to graduate with a major or minor, a student must earn at least a C average (2.0) in all courses selected to fulfill the major or minor requirements, whether or not these grades are listed with a P on the transcript.*

*Requirements for the Minor:*

At least 8 credits

- **Fundamental - 6 courses**

- Biology 120: Organismal Biology
  - Biology 221: Molecules, Genes, and Cells
  - Chemistry 115: General Chemistry I
  - Chemistry 116: General Chemistry II
  - Psychology 110: Introduction to Psychological Science
  - Psychology 221: Research Methods and Statistics I
- **Core - 2 courses**
    - Biology 346/Neuroscience 301: Neuroscience: Neuron to Brain
    - Psychology 370/Neuroscience 302: Neuroscience: Brain to Behavior

*In order to count a specific course toward the minor, a student must earn at least a C-minus in that course. In order to graduate with a minor, a student must earn at least a C average (2.0) in all courses selected to fulfill the minor requirements.*

*Major/Minor Combination Options:*

The neuroscience major may be combined with any other major/minor offered at the college and with study abroad.

Any triple combination of majors and minors within biology, psychology, and neuroscience is forbidden, even when possible under general College rules for majors and minors.

For these three disciplines specifically, the available neuroscience options are:

- Double major in psychology and neuroscience
- Minor in psychology and major in neuroscience
- Minor in neuroscience and major in psychology
- Double major in biology and neuroscience
- Minor in biology and major in neuroscience

- Minor in neuroscience and major in biology

*Additional Notes:*

- Neuroscience majors may apply up to 2 study abroad courses to count for the Electives Requirement. The list of preapproved courses indicates the home department for each course offering.
  - If the home department is biology or psychology, then that course will count as a biology or psychology elective, respectively.
  - Courses from any other department will count towards the 2 electives that are not explicitly biology or psychology.
- Students declaring a double major must complete course requirements in both major fields. It is possible for some courses to be counted toward both majors. However, the second major must consist of at least five separate courses that do not double count, and at least three of these five courses must be at the 300- or 400-level.
- The minor must consist of at least four separate courses that do not double count.
- If you intend to minor in neuroscience, you will find that some science majors (e.g., Biology, BMB) have too many requirements that overlap with the neuroscience minor (i.e., there are only three separate courses that do not double count but you need four such courses). In such cases, you can add a neuroscience elective (from the elective list for the major) and we will use that course to satisfy the double-counting rule for the minor (i.e., the elective will count as the fourth course that does not double count)
- Students intending to pursue postgraduate programs in the health professions or graduate programs in neuroscience will likely need additional courses in biology, chemistry, physics or math, specific to the graduate program they intend to pursue.

## Learning Outcomes

### *Student Learning Outcomes for Majors/Minors*

1. The neuroscience major will be able to describe the structure and function of the brain at the sub-cellular and systems level of analysis, and explain how molecular and electrical activity in the nervous system contributes to sensation, movement, cognition, and some diseases of the nervous system
2. The neuroscience major will be able to describe the structure and function of the brain at the behavioral level of analysis, and explain how synaptic and systems-level events contribute to our understanding of attention, learning, memory, drugs, drug abuse, and some behavioral/neurobiological disorders
3. The neuroscience major will be able to conduct, interpret, and report the results of a research project using up-to-date sub-cellular and systems neuroscience techniques
4. The neuroscience major will be able to conduct, interpret, and report the results of a research project using up-to-date behavioral neuroscience techniques.
5. The neuroscience major will be able to read, understand, evaluate, and draw appropriate conclusions from the primary literature (i.e., journal articles) in sub-cellular and systems neuroscience
6. The neuroscience major will be able to read, understand, evaluate, and draw appropriate conclusions from the primary literature (i.e., journal articles) in behavioral neuroscience

### *Student Learning Outcomes for non-major courses/service course*

1. The non-major student will be able to describe, at an introductory level, how the nervous system functions to produce animal and human behavior.
2. The non-major student will be able to read and communicate the key findings of published scientific reports.

## Neuroscience Courses

### *NEUR 116: Exploring the Brain*

This course will address how the mind and brain work by exploring current and classical neurobiological topics, particularly those of interest to college students, through the use of professional and academic journals, textbooks, popular magazines and newspapers, as well as other media sources. Topics will include neuronal development and neuronal death; diseases of the brain, such as Alzheimer's disease, schizophrenia, depression, and psychiatric disorders; and topics such as drugs and alcoholism. (This course satisfies Natural Science.)

cross listed: BIOL 116

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### *NEUR 117: Robots & Brains: Fantasies & Facts*

Will computers ever become conscious? Will robots ever have the degree of sentience described in science fiction or shown in films? How does the human mind emerge from the workings of the human brain? How is our brain different from, and simultaneously similar to, the brains of other animals? How are the 'wet brains' of animals different from, and similar to, the 'dry brains' of computers? Readings will include introductory materials on the brain, on mind and consciousness, on science fiction stories about robots, on scholarly and popular articles from current work in neuroscience and artificial intelligence. Students who have previously enrolled in FIYS 128 may not enroll in this course. No prerequisites. (This course satisfies Social Science and Speaking Intensive.)

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### *NEUR 118: Our Amazing Brain*

This course will introduce students to the science behind how a human brain functions and produces behaviors. This amazing organ is composed of billions of neurons that form trillions of connections with each other. These neurons

allow us to sense and perceive the world around us, integrate new experiences with old ones, form thoughts and actions, and develop consciousness and personality. In this course, students will discover how brain dysfunction is the root cause of many illnesses, including addiction, schizophrenia, depression, cancer, stroke, and Alzheimer's disease. Students will also have the opportunity to work with preserved brains. No prior experience with science is required to succeed in this course. No prerequisites. (This course satisfies Natural Science.)  
cross listed: BIOL 118, PSYC 118

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*NEUR 128: Medical Mysteries of the Mind*

(Introduction to Neuroscience: Medical Mysteries of the Mind.) This course is for beginning students interested in the study of neuroscience and in exploring the human brain in a rigorous interdisciplinary way. If you are intensely interested in how your brain helps you think, feel, sense, read, write, eat, sleep, dream, learn and move, this course is for you. You learn how brain dysfunction causes complex medical illnesses, like Alzheimer's, Stroke, Depression, and Schizophrenia. You meet Chicago's world-class neuroscientists through guest seminars and class-trips to famous laboratories. You debate ethical dilemmas that face society and dissect human brains. Lastly, you present your research on a brain topic at an interdisciplinary symposium and teach elementary children about how the brain works. One year each of high school biology and chemistry is recommended. Students who have taken BIOL 130 will not receive credit for this course. Two discussion/lecture and two laboratory hours per week. No prerequisites. (This course satisfies Natural Science and Speaking Intensive.)  
cross listed: BIOL 128, PSYC 128

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*NEUR 130: Deadly Shapes, Hostage Brains*

Age-related neurological diseases that hold our brain hostage are major 21st-century global health burdens and are among the most actively funded areas of medical research. In this course, students delve into primary literature



through research projects that investigate how deadly protein shapes underlie complex neurodegenerative illnesses, like Alzheimer's, Huntington disease, and Parkinson disease and discover how little we still know, despite astonishing advances. Students dissect human brains to understand the underlying brain pathology. Trips to Chicago to visit neurology laboratories, neuroscience research centers, and attend a major neuroscience conference present the latest advances in neurological research. Additionally, students debate ethical dilemmas that face society as neuroscientists race towards solving current medical mysteries and experiment with potential new treatments. Students who have taken FIYS106 will not receive credit for this course. Two discussion/lecture and two laboratory hours per week. No prerequisites. (This course satisfies Natural Science and Speaking Intensive.) cross listed: BIOL 130, PSYC 130

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*NEUR 209: Human Physiology*

This course begins with a review of the cellular processes that influence the survival of all physiological systems in the human body. Following that foundation, a deeper exploration into the function of each major system is emphasized. The lecture component includes the functional study of muscular, neurophysiological, special sensory, immune, endocrine, hematologic, cardiovascular, respiratory, digestive, urinary and reproductive systems. Metabolomics, fluid-electrolyte and acid-base balance is incorporated into their respective physiological systems. Lab focuses on physiological experimentation and application. This course is intended primarily for students who aspire to enter into health fields. Prerequisites: BIOL120, CHEM115, and BIOL 208. cross listed: HPPC 209, BIOL 209

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*NEUR 232: Stories from the Spectrum*

(Stories from the Spectrum: Neurodiversity, Health, and Medicine in Literature.) A boy with a penchant for prime numbers investigates the death of a dog. A young girl is scolded for failing to look her teacher in the eye. A man

in the throes of a midlife crisis returns to his nonverbal son as he spiritually finds himself. Hidden within these narratives of neurodiverse characters, one discovers a slew of cultural assumptions about cognitive and intellectual disabilities. Do neurotypical writers often turn to autism reductively, as a stand-in for a theme or metaphor? What might an authentic representation of Autism Spectrum look like? This course considers the value of neurodiversity in literature while exploring many of the troubling representations of cognitive difference across time, from earlier accounts of un-speaking children to the "rain mans" of contemporary film. This course ultimately takes seriously the bi-directional intersections between fiction and medicine, as real-life medical practices both shape and are shaped by these stories from the spectrum. No prerequisites. (This course satisfies Humanities and Writing Intensive.)  
cross listed: ENGL 232

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*NEUR 249: Brains, Minds, and Madness in Liter*

(Brains, Minds, and Madness in Literature.) Stories invite us into the minds of others. As readers, we step into another's consciousness: into fictional memories, sensations, and narratives that feel real, as the words of often-dead writers become part of our own brain-matter. Yet, how do our theories of the mind and its operations relate to literary representations of a character's interiority? And what can contemporary neuroscience teach us about literature, or about our own minds on literature? In this course, we examine stories and theories of the mind across time, exploring scientific writing about the brain alongside literary masterpieces from Jane Austen to Ian McEwan. Moreover, we consider the close connection between sanity and insanity, examining the representations of madness and other neurological ailments in brains gone "wrong." No Prerequisites. (This course satisfies Humanities.)  
cross listed: ENGL 249

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*NEUR 254: The Mind Onstage*

(The Mind Onstage: Performance, Action, Emotion.) In the last decade, prominent theater scholars have integrated neuroscience research into their

studies. Their excitement stems from the realization that current scientific research seems to speak directly to one of the major concerns of theatre scholars for decades: How does performing and/or watching a performance affect the brain? In this interdisciplinary class, students study plays that depict neuroscience and neurological conditions, learn about how theatre is used therapeutically, and read contemporary and classic theatrical theory, as we explore the ways science and the humanities can intersect. No prerequisites. (This course satisfies Humanities and Writing Intensive.)  
cross listed: THTR 254

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*NEUR 268: Music and the Mind*

In this course, we wrestle with fundamental questions regarding music and the human experience. Why does music exist? How did it evolve in the human species? What, exactly, does it do to us, as listeners and as practitioners? How does music change our brains? Is there really such a thing as a "Mozart Effect?" What new promises are there for therapeutic uses for music? Music's presence in the human species is clearly puzzling. While many scholars have speculated a reason for its existence, there is no definitive answer as to why we make music. Nevertheless, we do make music. There is not a single human culture on Earth that has no music. Some of the books we will be reading include *Musicophilia*, *The Singing Neanderthals*, and *This is Your Brain on Music*. Note that this is a course that requires students to give oral presentations. No prerequisites. (This course satisfies Humanities.)  
cross listed: MUSC 268

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*NEUR 291: Descartes to Kant*

Seventeenth- and eighteenth-century European philosophers, with a primary focus on epistemology and metaphysics, including the essence of the mind and its relation to the body. Readings will include Descartes, Spinoza, Locke, Berkeley, Hume, and Kant. No prerequisites. (This course satisfies Humanities and Writing Intensive.)  
cross listed: PHIL 291

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*NEUR 296: Philosophy of Mind*

With the rise of Cognitive Science, Computer Science, and Neuroscience, questions about the nature of mind have become increasingly important, and in the last 40 years much work on philosophy of mind has been done in analytic philosophy. The class will begin with an examination of some of the most influential texts in philosophy of mind from the last 50 years, and then proceed to current topics. Central questions may include: What is the relationship between the mind and the brain? Is it possible to offer explanations of mental states by reducing them to biological, chemical, or physical states? Can human consciousness be best explained in terms of a computer model? Is it possible to describe the functioning of human thought in terms of a rule-based system of processing? (This course satisfies Humanities.)

cross listed: PHIL 296

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*NEUR 301: Neuroscience: Neuron to Brain*

Neuroscience, the scientific study of the nervous system, is an inherently interdisciplinary field involving multiple levels of analysis. This course serves biology students, as an elective, and neuroscience students, as the first course in the two-part core neuroscience sequence. The course explores basic concepts in brain, mind, and behavior from a sub-organismal perspective. Current issues are examined within a broad integrative framework that begins with the cellular and molecular physiology of individual neurons. This lays the groundwork for the study of how molecules control the development of neuronal pathways and networks that underlie sensory, integrative, and motor systems. In addition, the course explores the molecular genetic basis of complex brain functions including learning, memory, affect, sleep, homeostasis, and ultimately, cognition. The accompanying laboratory provides students with hands-on experiences in the contemporary methods and experimental approaches of cellular and integrative neurophysiology. Three discussion and four laboratory hours per week. Prerequisites: BIOL

221, CHEM 116.  
cross listed: BIOL 346, BMB 346

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*NEUR 302: Neuroscience: Brain to Behavior*

Neuroscience, the scientific study of the nervous system, is an inherently interdisciplinary field involving multiple levels of analysis. This course serves psychology students, as a natural science menu option, and neuroscience students, as the second course in the two-part core neuroscience sequence. This course approaches the study of brain, mind, and behavior from systems-level and behavioral perspectives. Current issues are examined within an integrative framework that begins with a focus on neuroanatomy, functional neural circuits, and diffuse modulatory neurotransmitter systems. This lays the groundwork for later study of the neural substrates of motivated behaviors (e.g., eating, sex, drug use), learning, memory, emotion, as well as aspects of neurodevelopment and neuroplasticity. Research methods and tools of behavioral neuroscience are featured throughout the course, through careful examination of primary journal articles and through hands-on experiences in weekly laboratory sessions. Three discussion and two laboratory hours per week. Prerequisite: Psychology 221 with a grade of at least C-.  
cross listed: PSYC 370L

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*NEUR 310: Sensation and Perception*

As you go through your day, you are constantly sensing and perceiving: You feel the warmth of the hot shower on your skin, you smell the aroma of the coffee in your cup, you taste the disagreeable tartness of your orange juice after brushing your teeth, you see the bright colors of the spring day on your way to class, you hear the words of your instructor and you organize them into coherent ideas. This course explores the anatomy and physiology of the sensory systems and the way in which the raw sensory signals become organized into meaningful perceptions. Prerequisite: PSYC 222 with a grade of at least C-. (Cross listed as PSYC 310).  
cross listed: PSYC 310

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*NEUR 320: Learning*

This course examines the theoretical approaches, historical influences, and contemporary research in human and animal learning. In addition to providing a strong background in classical, operant, and contemporary conditioning models, this course explores the applications of these principles in a variety of contexts, such as behavioral therapy, drug addiction, self-control, decision-making, motor skill acquisition, and education. Furthermore, this course surveys the commonalities and differences across species in cognitive processes, such as memory, reasoning, problem-solving, and language. Prerequisite: Psychology 222 with a grade of at least C-. cross listed: PSYC 320

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*NEUR 322: Molecular Biology*

Molecular biology is the theory that biological phenomena have molecular explanations. Communicating molecular biology results is critical for health professionals and researchers who will need to interpret and communicate the results of molecular tests and discover molecular mechanisms. This course focuses on student abilities to communicate results to answer five biological questions: "what is the evidence DNA is the genetic material?", "How does genetic information become a trait?", "How are DNA, RNA, and protein measured?", "How are genes regulated?", and "How is the genome maintained?" In lab, students will conduct a course-based undergraduate research experience to study the effect of an anti-cancer drug on the DNA of colorectal cancer cells. The lab report connects the lecture and lab as the final. Three lecture and four laboratory hours per week. Prerequisites: Chem 116 and Biol 221. cross listed: BIOL 322, BMB 322

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*NEUR 324: Advanced Cell Biology*

The structure and function of the cell and its organelles, with emphasis on membrane-related processes including transport, energetics, cell-to-cell signaling, and nerve and muscle cell function. Research reports will include extensive library and Internet exploration and analysis. Three lecture and four laboratory hours per week. Prerequisites: Biol 221, and either Biol 220 or Junior status.

cross listed: BIOL 324, BMB 324

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*NEUR 325: Artificial Intelligence*

This course is an introduction to AI via various techniques and theory including, but not limited to, state space search strategies; deterministic and nondeterministic finite automata and Turing machines; neural networks and deep learning; natural language processing (NLP); computer vision; reinforcement learning; and large language models (LLMs). Prerequisite: Computer Science 212.

cross listed: CSCI 325

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*NEUR 326: Immunology*

This course introduces students to the major players of innate and adaptive immunity at the cellular and molecular levels. Topics include immune receptors and signal transduction, cell migration, development of lymphocyte subsets, humoral and cellular immunity, and immunological disorders. Students are expected to develop a semester-long research project that will tackle one of the current challenges that affect the human immune response. Three lecture hours per week. Prerequisites: Biol 221, and either Biol 220 or Junior status.

cross listed: BIOL 326, BMB 326

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*NEUR 327: Frontiers in Cell Biology & Disease*

The structure and function of the cell and its organelles, and how these relate to disease, with emphasis on the extracellular matrix, membrane-related processes including transport, cell-to-cell signaling, protein processing, and post-transcriptional regulation. Current techniques will be explored in the context of primary research literature. Research reports will include extensive library and Internet exploration and analysis. Three lecture hours per week. Prerequisites: Biol 221, and either Biol 220 or Junior status. cross listed: BIOL 325, BMB 325

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*NEUR 330: Motivation and Emotion*

The broad range of motivations and emotions is studied including the relative contributions of learning, genetics, and critical periods in development. How and why did motivations and emotions evolve, and what are their bases in brain systems, hormones, and other aspects of physiology? Which of our motivations involve accurate regulations to a 'set point' (such as body temperature and weight) and which do not? How does the great subtlety of human emotional expression develop? Includes consideration of competency, security, creativity, frustration, aggression, love, sexuality, and values. Prerequisite: PSYC 221 with a grade of at least C-. (Cross listed as PSYC 330). cross listed: PSYC 330

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*NEUR 340: Animal Physiology*

This course focuses on mechanisms of homeostasis in vertebrates and invertebrates. A particular emphasis is placed on examining specific adaptations (functional, morphological, and behavioral) to different environmental conditions, as well as problems associated with physical size. Topics include integration and response to stimuli, gas exchange, circulation, movement, buoyancy, metabolism, thermal regulation, osmoregulation, and excretion. Three lecture and four laboratory hours per week. This course



fulfills the pre-requisite for physiology in the health professions. Prerequisites: BIOL 221 and BIOL 220 or permission of the instructor.  
cross listed: BIOL 340, BMB 340

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*NEUR 342: Developmental Biology*

Analysis of the genetic, molecular, cellular, and structural changes that occur between fertilization and the development of the adult form. This course examines many concepts including establishment of cell fates, stem cells, morphogenesis, and sex determination. Students also analyze key experiments and methods through primary literature that have provided an understanding of development. The laboratory demonstrates important developmental principles, allowing students to engage in projects of their own design to examine environmental and genetic contributions to development through the use of invertebrate organisms. Three discussion and four laboratory hours per week. Prerequisites: BIOL 221, and either BIOL 220 or Junior status. Students must also register for a lab. (Cross listed as BIOL 342 and BMB 342).  
cross listed: BIOL 342, BMB 342

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*NEUR 344: Animal Behavior*

A study of current ideas about the biological basis and evolution of animal behavior. Topics will include molecular, hormonal, and genetic bases of behavior; adaptive behavior patterns; mating systems and reproductive behavior; and evolution of altruism and helping behavior. Three lecture and four laboratory hours per week. Prerequisites: Biol 220, and either Biol 221 or Junior status.  
cross listed: BIOL 344

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*NEUR 350: Psychopathology & Clinical Science*

This course is an introduction to the contemporary empirical science of psychopathology—or, more simply, the study of psychological disorders. Much of the course is devoted to learning about a wide range of diagnoses, including their associated clinical characteristics, proposed etiologies (causes), and treatments. We consider a variety of perspectives, paradigms, and methods, including the connections between biological, psychological, and social foundations of psychopathology. We reflect critically on the current state of our knowledge, including, crucially, what we don't yet know with confidence. We raise challenging questions: how do we even define “psychological disorder” in the first place? Are psychological disorders “just” brain disorders? What are the consequences (positive or negative) of being diagnosed with a psychological disorder? We also challenge common myths and stereotypes that pervade our social discourse and contribute to stigma. Throughout the course, we keep in mind that how we define and treat psychological disorders is a reflection of our evolving cultural and scientific paradigms—and has profound consequences for real people. Prerequisite: Psychology 221 with a grade of at least C-. cross listed: PSYC 350

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*NEUR 351: Personal Genetics*

The human genome comprises roughly 21,000 genes, each with its own variants and intricacies of function. A student chooses one gene in which they are personally interested (perhaps the gene causing celiac disease or breast cancer), researches and discusses the function of the gene with their peers, designs a way to clone the gene from their own cells (or from an anonymous donor), and obtains the DNA sequence of part of their gene. The project culminates in a grant proposal. The decision on which gene is studied is entirely student-driven. Other topics include the use of model organisms or cell cultures in the study of human disease, advanced mechanisms of gene editing like CRISPR-Cas9, or state of the art cancer treatments like CAR T-cell therapy. This course is a combination of four hours seminar and laboratory, and senior capstone experience will be earned with one 300-level course as prerequisite and advanced work. Prerequisites: BIOL 221, CHEM

116, and either BIOL 220 or Junior status.  
cross listed: BIOL 351, BMB 351

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*NEUR 352: From Genotype to Phenotype*

A study of the molecular basis for inheritance, particularly with respect to human traits and disorders. Topics include the structure, expression, and segregation of genes and chromosomes, the use of model organisms in the study of human disease, genetic engineering, gene therapy, and principles of genome science. The laboratory will apply current molecular techniques to an original course-based undergraduate research experience. Three lecture and four laboratory hours per week. Prerequisites: BIOL 221, and either BIOL 220 or Junior status.

cross listed: BIOL 352, BMB 352

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*NEUR 360: Cognitive Psychology*

Surveys the history, philosophy, and research surrounding selected issues in cognitive psychology, including perception, attention, memory, language, imagery, reasoning, problem-solving, and decision-making. Students will learn what is currently known about these topics, the problems facing researchers, and how researchers go about solving these problems. They also will be given the opportunity to experience cognitive psychology research first-hand, as they participate in classic experiments and learn to analyze, interpret, and write up their results. Prerequisite: Psychology 222 with a grade of at least C-.

cross listed: PSYC 360

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*NEUR 362: Mechanisms of Brain Dysfunction*

This course will examine the biochemical and molecular basis of both rare and common nervous system disorders that are at the frontiers of molecular

medicine. Students will select from illnesses that disable processes as diverse as memory, language, cognition, sensation, movement, emotion, and homeostasis. A special emphasis will be placed on investigating the primary causes of dysfunction, such as the role of protein misfolding, genetics, and neurotransmitters. By discussing the latest primary literature students will gain current understanding of neurological and psychiatric illnesses, as well as insights into the techniques and methods used in this field. Students will seek to further new knowledge by authoring an original grant proposal. Finally, depending on the semester offered, students will serve as advanced peer mentors for first year students either enrolled in FIYS 106 or BIOL 130 courses. Prerequisite: BIOL 221. Two 80-minute sessions per week. (This course satisfies Writing Intensive.)  
cross listed: BIOL 362, BMB 362

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*NEUR 365: The Neuroscience of Sleep*

Why do we sleep? Despite the fact that we spend a third of our lives sleeping, neuroscience research has only just begun to answer this fundamental question. In this course, we delve into the fascinating field of brain-based research by investigating several sleep-related topics (e.g., sleep across species, the role of sleep in cognitive functions, sleep disorders, and dreaming). We explore these topics through the lens of contemporary neuroscientific work, so the majority of class time is dedicated to student-led presentations and discussions of primary research articles. Outside of class, students conduct independent research on a niche sleep-related topic, ultimately developing a thorough literature review and an original grant proposal. Prerequisites: BIOL 221 and PSYC 110 or permission of the instructor. (This course satisfies Natural Science.)  
cross listed: BIOL 365, BMB 365, PSYC 365

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*NEUR 372: Pharmacology: Drug, Brain, Behavior*

In this course, we will explore ideas and principles regarding neuronal communication and drug interactions that govern behavior. We will explore

communication patterns of both electrical and chemical signaling, define complex dynamics of drug distributions and identify how these processes are influenced by individual genetics. This class will also investigate the interaction between neurotransmitters and drugs at specific neuronal receptors, which will be discussed from the perspective of agonism and antagonism. We will use these principles to guide our understanding of pharmaco-therapeutics that are focused on symptom targeting. Students will also have the opportunity to discuss clinical cases and participate in the development of strategic therapeutic approaches based on current research towards the treatment of psychiatric and neurological disorders. Prerequisites: PSYC110 and BIOL221 with a grade of at least C-, or permission of instructor. cross listed: BIOL 372, PSYC 372, BMB 372

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*NEUR 375: Neuroethics*

Neuroethics is an emerging interdisciplinary field that incorporates the findings of neuroscience, cognitive psychology, and philosophy to tackle key ethical issues in science, philosophy, health, and medicine. In this discipline, we explore two primary areas of study. The first is the neuroscience of ethics, which asks what current research in neuroscience and related fields can tell us about ethics. The second is the ethics of neuroscience, which asks how the study of ethics can inform emerging technologies and findings from the rapidly developing field of neuroscience. This course introduces students to both areas of research. As such, the course investigates a variety of questions related to free will, moral reasoning, memory, neuroenhancement, neuromarketing, cognitive enhancement, and how the law deals with these issues. Prerequisite: at least one 100- level course in philosophy, neuroscience, or psychology, or permission from the instructor. (This course satisfies Humanities.) cross listed: PHIL 375

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*NEUR 385: Comparative Psychology*

In this course, students explore the key themes and classic studies of comparative psychology - the psychological investigation of the similarities and differences of animal species. Psychology and neuroscience research depends on studies using nonhuman species to examine both experimental and clinical topics. This course covers the types of comparisons made in the discipline, the overarching questions that provide structure to the field, and the more recent expansion of new technologies and taxonomic scope that comparative psychology has experienced. During the course, students both critique and implement the way in which comparative psychology bridges both subfields of psychology (e.g., neurophysiology, cognition, emotion, perception) and other realms of social sciences and natural sciences (e.g., ethology, behavioral economics, evolutionary biology, artificial intelligence). Prerequisite: Psychology 221 with a grade of at least C-.  
cross listed: PSYC 385

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*NEUR 387: Investigations in Neurodegeneration*

(Experimental Investigations in Neurodegeneration) The molecular and cellular basis for neurodegenerative disease is an important topic in neuroscience. Understanding the mechanisms of protein and cellular dysfunction is essential to developing therapies for these devastating disorders. This course combines an introduction to the major neurodegenerative diseases with laboratory investigations that specifically focus on Alzheimer's disease (AD) mechanisms. In lecture, we examine the major principles that connect neurodegenerative diseases and those that differentiate them, followed by an in-depth analysis of our current understanding of the molecular and biochemical contributions of amyloid beta and tau proteins and microglial cells in AD. The laboratory component utilizes a mammalian cell culture-based model system widely used in AD research. Students design and carry out novel experiments focused on ways to manipulate the secretion of amyloid beta from these cells. The lab is intended to enhance student professional development through research. Three lecture and four laboratory hours per week. Prerequisite: BIOL 221 or permission of instructor (This course satisfies Experiential Learning.)  
cross listed: BMB 387L, BIOL 387L

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*NEUR 388: The Malleable Brain*

(The Malleable Brain: Mechanisms of Neural Plasticity) This course studies the remarkable fact that the brain is malleable or changeable. Neurons are constantly altering their behavior at a cellular and molecular level to help us learn, remember, and adapt to new situations. This neuronal plasticity is an essential mechanism of the normal functioning brain but, when plasticity is aberrant, disease is likely to occur. We will examine the mechanisms of neuronal plasticity, probe current techniques utilized by researchers, and evaluate primary research articles. We will consider how plasticity contributes to the learning and encoding of new information throughout the lifespan, as well as how aberrant plasticity contributes to disorders such as post-traumatic stress, addiction, epilepsy, and Alzheimer's disease. We also will explore how these disorders are currently treated with drugs and therapy. Prerequisites: BIOL 221 and PSYC 110 or permission of the instructor.  
cross listed: BIOL 388, PSYC 388

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*NEUR 389: Evolution*

This course will focus on the mechanisms of evolutionary change, ranging from short-term microevolutionary processes within populations to the origins of new species. Topics will include evidence for evolution, short-term microevolutionary processes, natural selection, adaptation, phylogenetic reconstruction, divergence and speciation, 'evo-devo', and human evolution. Classroom sessions will consist of lectures, discussions, and student presentations. Three lecture and four laboratory hours per week (including Field Museum trips). Prerequisites: Biol 220, and either Biol 221 or Junior status.  
cross listed: BIOL 389, BMB 389

*NEUR 415: The Neuroscience of Emotion*

cross listed: PSYC 415

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*NEUR 420: The Neuroscience of Reward*

"Reward" is a concept with which most people are familiar: a hard-earned vacation at the end of a grueling work schedule, an A grade on a particularly challenging academic assignment, a good meal and a glass of wine after a long day's work. However, this everyday usage of the term belies its complexity. In this course, we will explore "reward" from behavioral and neurobiological perspectives, often focusing on associative learning paradigms that allow for careful dissection of appetitive and consummatory behaviors. We will consider the underlying neural circuitry that enables individuals to learn about rewards and cues that signal these motivationally significant events. Our analysis will emphasize the similarities and distinctions between natural reward and drug reward. Prerequisite: PSYC 222 with a grade of at least C- or advanced standing in another major, with permission of the instructor. Preference in registration to graduating seniors majoring in psychology or neuroscience.

cross listed: PSYC 420

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*NEUR 465: Drugs, Substance Use, and Addiction*

This senior seminar involves the study of psychoactive drugs used both for recreational and therapeutic purposes. In this course, we cover the foundational principles of psychopharmacology, current trends in substance use, the diagnosis and treatment of substance use disorders, and the models of addiction. We discuss how individual drugs function, address the complex psychological, social, and biological factors that influence substance use, and explore the major theories of addiction. We use primary literature to examine drug use from multiple perspectives. Over the course of the semester, students will 1) present articles and lead peer discussion of empirical



research, 2) compose a review examining a specific drug of their choosing, and 3) submit a research proposal outlining a novel preclinical or clinical experiment. Prerequisite: PSYC 222 with a grade of at least C- or advanced standing in another major, with permission of the instructor. Preference in registration to graduating seniors majoring in psychology or neuroscience. (This course satisfies Senior Studies.)  
cross listed: PSYC 465

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*NEUR 470: Sr Sem: Telomeres, Race, and Cancer*

(Senior Seminar: Telomeres, Race, and Cancer.) This course examines telomeres, the tips of chromosomes, which serve a variety of protective cellular functions. Shortened telomeres may lead to decreased lifespan. Telomere length reduction can also be observed in some racial groups, lower socioeconomic groups, and chronically stressed individuals. Conversely, telomeres in some aberrant cells can be lengthened by the enzyme telomerase, leading to cell immortalization and tumor formation. Telomerase is one of the hallmarks of cancer, showing elevated levels in about 90% of tumors. Specific topics depend on student interest and consist of student-led journal clubs, discussions, and a grant proposal project. Prerequisite: Open to senior Biochemistry and Molecular Biology, Biology, and Neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor. (This course satisfies Senior Studies.)  
cross listed: BIOL 470, BMB 470

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*NEUR 471: Sr Sem: Neuroscience of Movement*

(Senior Seminar: Neuroscience of Movement and Related Disorders.) Do you remember that scene in *The Matrix* where Neo downloads the ability to do karate? Ever wondered what was actually "downloaded"? This senior seminar explores the neurobiological mechanisms underlying movement generation and control. We examine how the brain plans and executes movements, the changes that happen when the brain learns new movements, and what happens when these systems go awry (such as in Parkinson's Disease,

stroke, spinal cord injuries, and sensory deficits). We also discuss modern techniques to rehabilitate and enhance movement such as brain stimulation and neuro-prosthetics. Precise topics depend on student interests. Students write an original grant proposal, based on which they would design, execute, and present a research project, along with in-class presentations of primary literature. Prerequisite: Open to senior biology and neuroscience majors who have completed core courses and at least one 300-level course in the major or by permission of the instructor. (This course satisfies Senior Studies.)  
cross listed: BIOL 471

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*NEUR 472: Sr Sem: Data Analytics in Life Sci*

(Senior Seminar: Data Analytics in Life Science Applications.) Data is increasingly becoming part of our everyday lives. Especially in the sciences, gone are the days of simply observing and instead we must be able to analyze the world around us. This senior seminar provides a foundation to working with data in the real world. Students learn to organize, analyze, visualize, and document data through hands-on experience working with existing datasets collected from biology, neuroscience, biochemistry/molecular biology and more. Students learn the basics of Python Programming Language and how to leverage it to analyze any type of dataset. Students review primary literature behind a novel data processing technique, write a registered report for their chosen dataset, then execute their analysis plan and present their findings. Prerequisite: Open to senior Biochemistry and Molecular Biology, Biology, and Neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor. (This course satisfies Senior Studies.)  
cross listed: BIOL 472, BMB 472

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*NEUR 474: The Genetic Basis of Behavior*

(Senior Seminar: The Genetic Basis of Behavior) This course examines the genes and underlying molecular mechanisms that contribute to behaviors exhibited across the animal kingdom. Special emphasis is placed on an

integrative understanding of how molecular level change contributes to organism behavior, and how those changes were evolutionarily selected. Precise topics depend on student interests. Class is comprised of short lectures, discussions of primary literature, and student presentations, which support development of a significant written work over the semester. Prerequisites: Open to senior Biology, Biochemistry and Molecular Biology, and Neuroscience majors who have completed at least one 300-level course in the major or permission of the instructor. (This course satisfies Senior Studies.)  
cross listed: BIOL 474, BMB 474

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*NEUR 475: Sr Sem: Molecular Machines*

The ability to interpret protein and other biomolecular structural data is a key skill for anyone interested in molecular medicine, chemical biology, neuroscience, pharmacology, biology, evolution, and related fields. Recent technological advances in X-ray crystallography, cryo-electron microscopy, nuclear magnetic resonance imaging and machine learning have opened an abundance of new opportunities to solve how proteins and other biomolecules evolved to meet specific functions for living systems. After learning how protein structures are measured, students select recent protein structural discoveries relevant to their major or interests, present how those structures enable protein functions, depict protein structures, engage students in discussion, and propose new experiments based on new structural data. Prerequisite: Open to senior Biology, Biochemistry and Molecular Biology, and Neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor. (This course satisfies Senior Studies.)  
cross listed: BMB 415, BIOL 415

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*NEUR 477: Mechanisms of Neurological Disease*

(Senior Seminar: Mechanisms of Neurological Disease.) This course examines our current understanding of the molecular and cellular mechanisms that underlie neurodevelopmental disorders (i.e. autism),

psychiatric disorders (i.e. depression, schizophrenia), and neurodegenerative disease (Alzheimer's, Parkinson's). Special emphasis is placed on a comparative analysis of model organism and human clinical research. Precise topics depend on student interests. Classes involve discussions of primary literature, student presentations, and short lectures. Prerequisites: Open to senior Biology, Biochemistry and Molecular Biology, and Neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor. (This course satisfies Natural Science and Speaking Intensive.)  
cross listed: BIOL 477, BMB 477

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*NEUR 478: Animal Survival Extreme Habitats*

This course examines how a variety of marine, freshwater, and terrestrial animals survive in extreme habitats. The course explores physiological, sensory, and behavioral adaptations in animals by the different types of harsh environments they inhabit – the shallowest, the deepest, the coldest, the hottest, and so on – to see how life thrives under challenging conditions. This seminar not only emphasizes animal diversity and unique adaptations, but also how scientists gather information about these animals and communicate their findings to the scientific community and general public. Classes involve discussions stemming from scientific literature, student presentations, and short lectures. (This course satisfies Senior Studies.)  
cross listed: BIOL 478

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*NEUR 480: Sr Sem: Neural Frontiers*

This course is designed to provide a scholarship capstone for biology and neuroscience majors. Students will explore diverse topics of their interest at the frontiers of neuroscience, one of the most active research fields of the 21st century that is regularly considered as science's final frontier. Students will select from topics as diverse as memory, language, cognition, sensation, movement, neural stem cells, and complex neurological diseases. Students will engage in the art of being a scientific scholar in three complementary

ways. They will learn new knowledge by discussing the latest primary literature in journal clubs. They will seek new knowledge by authoring an original grant proposal. They will explore how a career in science extends knowledge by role-playing a world famous neuroscientist. Finally students will serve as consultants for First-Year Studies students. Prerequisite: Open to senior biology and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor. (This course satisfies Speaking Intensive.)  
cross listed: BIOL 480

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*NEUR 481: Sr Sem: Oncology*

(Senior Seminar: Oncology) This course will examine characteristics of cancer at the cellular and organismal levels, as well as investigate the current methods of treatment and prevention of cancer. This will involve intensive library research, report writing, and student led discussions and presentations. Two 80-minute meetings per week. Prerequisite: Open to senior biology and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor.  
cross listed: BIOL 481

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*NEUR 482: Sr Sem: Sex & Evolution*

(Senior Seminar: Sex and Evolution) An application of evolutionary principles to understanding phenomena related to sexual reproduction. This seminar will emphasize theory and empirical tests of theory reported in the primary literature in evolution, behavior, and genetics. Exact topics will depend on student interests. Classes will involve discussions, student presentations, and short lectures. Prerequisite: Open to senior biology and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor.  
cross listed: BIOL 482

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*NEUR 485: Sr Sem: The Nobel Prizes*

(Senior Seminar: The Nobel Prizes: A Century of Innovation and Discovery) Koch, Fleming, Muller, Watson, Crick, von Bekesy, Golgi, and y Cajal are all Nobel Prize winners. Why are some names known to non-science students, whereas others are not even recognizable to most scientists? Every fall the Nobel Prize committee announces their awards. While their deliberations are shrouded in secrecy, the fame of the award is such that the general public often knows the names of winners. This course will examine the work and life of select prize winners in physiology/medicine and chemistry over the past 100 years. Reading will include the original work by the Novel laureates, as well as biographies and autobiographies of the winners. Discussion, presentations and papers will examine the impact of the winners' work, including a critical analysis of how important the work was at the time and how important it remains today, and why some awards were given years after the work was conducted, while others were recognized within a few years. The course will also include a history of the prize and of Alfred Nobel, and explore controversies associated with the award, including the dearth of female recipients. The semester will conclude with nominations for next year's award winners. Prerequisite: Open to senior biology, biochemistry & molecular biology, and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor.  
cross listed: BIOL 485, BMB 485

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*NEUR 488: Sr Sem: Cellular Basis of Disease*

(Senior Seminar: Cellular Basis of Disease) A study of the cellular and molecular basis of human disease, such as cancer or diabetes. Classes involve intensive library research, report writing, and student presentations. Open to senior Biology, Biochemistry and Molecular Biology, and Neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor. (This course satisfies Senior Studies.)  
cross listed: BIOL 488, BMB 488

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*NEUR 489: Sr Sem: Biology of War*

War can have devastating effects on human health and the environment. Factors considered in this course include nuclear fallout, widespread pesticide (e.g. Agent Orange), biological weapons, Post-Traumatic Stress Disorder, and natural resource availability. An analysis of primary literature will be used to explore and analyze the myriad biological effects of modern and historical warfare. Prerequisite: Open to senior biology and neuroscience majors who have completed at least one 300-level course in the major or by permission of the instructor.

cross listed: BIOL 489

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*NEUR 493: Research Project*

Research in collaboration with a departmental faculty member. Consult with any member of the department for application information. (This course satisfies Experiential Learning.)

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*NEUR 494: Senior Thesis*

Research guided by a departmental faculty member culminating in a senior thesis, fulfilling the College's Senior Studies Requirement. Consult any member of the department for further information.

# Philosophy

## Faculty

*Daw-Nay Evans*

Associate Professor of Philosophy  
Chair of Philosophy

*Paul Henne*

Assistant Professor of Philosophy and Neuroscience

*Chad McCracken*

Assistant Professor of Philosophy and Politics

*Janet McCracken*

Professor of Philosophy

*Roshni Patel*

Assistant Professor of Philosophy

Requirements for the Major:

A minimum of 9 credits are required for a Philosophy major. To allow students flexibility, there are two approaches to completing a Philosophy major. Students may (1) complete a traditional major or (2) concentrate on their particular philosophical interests or focus on courses that make connections to other studies. Courses taken Pass-NoPass may count towards the major or minor in Philosophy.

The requirements for the traditional major are:

1. Core Courses:
  - Philosophy 156: Logic and Styles of Argument



- Three of the following courses:
  - Philosophy 290: Ancient Greek Philosophy
  - Philosophy 291: Descartes to Kant
  - Philosophy 312: Doing Philosophy in the Dark: Introduction to Medieval Philosophy
  - Philosophy 320: Back to the Things Themselves: Husserl, Heidegger, and Derrida
  - Philosophy 322: The Owl and the Hammer
  - Philosophy 355: Wittgenstein and the Analytic Tradition
- Philosophy 325: Major Ethical Theories
- One of the following courses:
  - Philosophy 206: Letters to a Young Black Philosopher
  - Philosophy 271: African Philosophy
  - Philosophy 272: African American Philosophy
  - Philosophy 305: South Asian Philosophy

## 2. Electives:

- At least 2 additional Philosophy courses

## 3. Senior Studies:

- The Senior Studies Requirement can be fulfilled in any of the following ways:
  - Senior seminar
  - Independent research project
  - Senior thesis

*Option to develop a more focused major:*

Students who would like to focus more exclusively on a particular area of philosophy may (in consultation with their advisor and with the approval of the chair) substitute up to two different Philosophy courses for any of the Core Courses. Students can focus, for example, on (1) ethics, political philosophy,

or social justice, (2) philosophy across cultures, or (3) metaphysics and philosophy of mind.

*Courses expected for various career interests:*

Philosophy is a valuable major for students interested in law school, not simply because issues about the law often emerge in philosophical discussion, but because the analytic, reading, and writing skills developed through the study of Philosophy are essential for success in law careers. Students interested in law school should take Phil 156 (logic) no later than their junior year. Note that students interested in law school should take Phil 156 even if they develop a major focusing on courses in law and political philosophy.

Philosophy majors may also consider other graduate programs, e.g., MBA or MAT. Some undergraduate course work in fields related to these areas is important. A philosophy major serves students interested in graduate work in cultural studies or arts criticism; these students should take aesthetics, philosophy of literature, or philosophy of film. (Philosophy majors have often earned second majors, e.g., in Business or Economics. Those interested in Elementary Education can earn their second major in Philosophy.)

Students interested in graduate school in Philosophy should complete a traditional major, including courses focusing on the approaches they seek to study:

- Students considering graduate school in Philosophy should take Phil 290, 291, and 322.
- For students interested in Continental philosophy, Phil 320 and/or some independent work in 20th century Continental approaches is essential.
- For students interested in analytic programs (the majority of graduate programs in the United States), coverage of 20th century analytic philosophy, in Phil 355, is needed. Phil 294 and 296 can also be considered. Further, some advanced work in logic (instead of or in addition to Phil 156) would be appropriate.

Requirements for the Minor:

At least 6 credits

- no more than 2 courses at the 100-level
- at least 2 courses at the 300-level

Students considering a minor in Philosophy are encouraged to speak to a member of the Department, to plan their programs.

### **Learning Outcomes**

The expected Student Learning Outcomes for the Philosophy Department are:

1. Philosophy majors will be able to express themselves effectively and conscientiously, with rigor and fairness, in spoken and written forms that seek and promote respectful and fruitful dialogue on substantive and controversial issues.
2. Philosophy majors will be able to demonstrate perseverance and success in comprehending difficult texts and following the main lines of argument, including a basic understanding of logic and the ability to make sense of a number of diverse methodologies associated with philosophical positions.
3. Philosophy majors will be able to demonstrate familiarity with important periods in the history of philosophy, including important thinkers from the Eastern and Western traditions and a recognition of the ways different cultures have engaged in philosophical pursuits which then inform students' reflections on, e.g., what really exists, the nature of the human condition, concepts of social justice and the responsibilities of global citizenship, and the rational, emotional, and aesthetic dimensions of human existence.
4. Philosophy majors will develop a degree of expertise on specific philosophical themes of particular interest to them that demonstrate a real excitement, insight, and love for philosophical texts and debate.
5. Philosophy majors will be able to engage in creative philosophical efforts that assess and build on a body of foundational knowledge and ultimately develop their own insights and arguments.

## Philosophy Courses

### *PHIL 100: Justice in the Shadows: Batman*

Justice in the Shadows: Batman and Philosophy. "I am vengeance. I am the night. I am Batman." From the Golden Age (1939-1960s) to the Rebirth Era (2016-present), Bat-Man's profoundly human, all too human evolution has captured the popular imagination like no other superhero. The Avenger of the Night exemplifies the complexity of the human spirit in a manner unparalleled in the world of comics. This course examines the philosophical dimensions of the Dark Knight's graphic novels. We explore the fear and loathing that both plagues Gotham and gives birth to the World's Greatest Detective. Additionally, we venture into the rich cultural iconography of the Caped Crusader in television, film, and the animated series. This course offers students a unique opportunity to sharpen their skills in public speaking, literary and philosophical analysis, creative expression, and multimedia presentation. Some of the key questions we answer include: What is Batman's ethical code? What do Batman's villains tell us about the human condition? How did the death of Batman's parents move him towards fighting crime rather than becoming a criminal himself? Unmask the philosophy behind the hero and gain a deeper understanding of the multifaceted world of the Gotham Guardian. (This course satisfies Humanities.)

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### *PHIL 110: Introduction to Philosophy*

(Introduction to Philosophy: Classical Questions.) Examination of perennial philosophical issues, such as questions about the nature of reality and how we can know it, discussions of human nature, the meaning of life, and our moral responsibilities. No prerequisites. (This course satisfies Humanities and Writing Intensive.)

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*PHIL 112: Civilization and Barbarism*

This course examines the issue of violence and its relation to cultural rules and principles. We look at violence from two angles: its destructive and generating power and the rich cultural meanings it reveals. We look at civilization as a system of rules that govern human conduct united under a highly selective set of guiding principles. The central theme of this course is to study how the pressure of violence will give rise to different rules of human conduct subsumed under a few major principles. We will study those rules and principles through the actions in order to gain a basic understanding of the fundamental ways culture and civilization shape human behavior. Not open to students who have taken FIYS 182. No prerequisites. (This course satisfies Humanities.)

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*PHIL 114: Introduction to Global Philosophies*

This course studies how various philosophies around the world configure the composition of the universe and the place of humans within that composition. With an understanding of how humans stand in relation to nature, divinity, or evil, we are able to locate how these philosophies' insights impact categorically human pursuits, such as knowledge, morality, and governance. We study texts from Hindu, Buddhist, Daoist, Confucian, Native American Indigenous, Africana, and postcolonial LatinX traditions. In addition to discussing these traditions directly, we also address methodological topics relating to objectivity, cultural relativism, and colonial hegemony. No prerequisites. (This course satisfies Humanities and Global Perspective.)

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*PHIL 117: Political Philosophy*

By tracing the development of political philosophy from its roots in Greek philosophy through the social contract tradition to modern liberalism and critiques of colonialism, this course will examine a number of questions central to political philosophy. What is the state? What model of government is best? What is the nature of political rights? How do governments gain legitimate

authority? Readings will include Socrates, Plato, Locke, Mill, Marx, Martin Luther King Jr., Rawls, Nozick, Chomsky, Churchill, and Galeano. No prerequisites. (This course satisfies Humanities and Writing Intensive.)

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*PHIL 118: Why Philosophy Matters*

We will examine ethical issues related to topics like killing, family, sex, race relations, and the state. Some of the questions we will explore include: Is killing in war wrong? Is abortion wrong? Is prostitution wrong? Is same-sex marriage wrong? Are reparations for slavery wrong? We will not only learn why philosophy matters when it comes to those views we hold most dear, but we will also learn how philosophers argue for their views and, in turn, how we should go about arguing for our own. (This course satisfies Humanities and Writing Intensive.)

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*PHIL 120: BK's Finest: JAY-Z and Philosophy*

(Brooklyn's Finest: JAY-Z and Philosophy.) From growing up in the Marcy Projects in Brooklyn to selling out concerts at Madison Square Garden, JAY-Z has become a global hip-hop icon. Besides being the first rap artist to be inducted into the Songwriters Hall of Fame and holding the record for the most number one albums by a solo artist, JAY-Z's body of work stands as a monumental contribution to American culture. In this course, we explore the poetics and philosophy of JAY-Z's music. As we cultivate an artistic appreciation for JAY-Z's rap skills such as storytelling, wordplay, and delivery, we also treat his music as an opportunity to critically engage topics such as racism, sexism, and economic inequality. Finally, we watch several of JAY-Z's music videos as well as documentaries focused on his life and work. No prerequisites. .

cross listed: AFAM 120

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*PHIL 130: Introduction to Cognitive Science*

Cognitive science is the interdisciplinary study of the mind. This project requires tools developed in experimental psychology, philosophy, computer science, artificial intelligence, linguistics, behavioral economics, neuroscience, and many other disciplines. This course introduces students to the major tools, theories, and findings from these disciplines' study of the mind. As such, it surveys various topics in cognitive science such as perception, memory, learning, reasoning, attention, language, intelligence, decision-making, and morality. This is an introductory-level course. No prerequisites. (This course satisfies Social Science.)

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*PHIL 156: Logic and Styles of Arguments*

Focus on the 'rhyme and reason' of language. Examination of the reasons arguments are constructed in the ways they are. Investigation of informal, Aristotelian, and propositional logics, with readings from magazine articles, advertisements, and classical philosophers. No prerequisites. (This course satisfies Quantitative Reasoning.)

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*PHIL 200: Philosophy & Gender*

What is gender? Is it the same as one's sex? Is it inborn or learned? In this course, we'll investigate these questions, as well as how gender differences do or ought to change our theories of human existence and human good. A comparison of classical, modern, and postmodern treatments of the effect of gender on love, knowledge, and ethical obligation. Reading may include Plato, Aristotle, Rousseau, Mary Shelley, Freud, de Beauvoir, and Irigaray. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: GSWS 200

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*PHIL 203: Business & Professional Ethics*

This course examines the moral and ethical implications of our participation in the economy in a myriad of roles (consumers, workers, property owners, professionals, sellers/retailers/providers, members of society, and stakeholders more broadly). Course materials range from theoretical and classical to contemporary scholarship on particular cases to media. Goals for the course may include: reflecting on the way human nature underwrites our economic structures, determining characteristics and limits of morally beneficial relationships and interactions, critiquing socioeconomic arrangements in our contemporary sphere. (This course satisfies Humanities and Speaking Intensive.)

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*PHIL 205: Medical Ethics*

The course will investigate the three primary strands of medical ethics: (1) issues of professional responsibility, such as confidentiality and informed consent, (2) moral dilemmas that arise in the course of treatment, such as decisions about euthanasia, and (3) public policy matters, such as universal health care. No prerequisites. (This course satisfies Humanities.)

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*PHIL 206: Letters to a Young Blk Philosopher*

(Letters to a Young Black Philosopher.) This course examines the work of a single Black philosopher or a philosopher whose work is centered on the Black experience. We treat their entire body of work as a "love letter" to the next generation of Black philosophers and anyone who wishes to learn about the Black experience. We will study philosophers such as Charles Mills, Cornel West, Anita Allen, W. E. B. Du Bois, Bernard Boxill, Martin Luther King Jr., Joy James, Lewis Gordon, and Lucius Outlaw. Students explore the arc of a Black philosopher's philosophical development from their first efforts to their last or most recent. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: AFAM 206



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*PHIL 208: Death*

What is death? When do we die? How should we think about our own death? How should we react to the death of others? Is death good or bad for the one who dies? Is death permanent? If not, is immortality desirable? As an introduction to the philosophy of death, this course considers classic and contemporary answers to these enduring questions. Students learn how to think carefully and deeply about the philosophical issues and problems surrounding death. At the same time, they are invited to contemplate the value and meaning of their lives in relation to their own mortality. No prerequisites. (This course satisfies Humanities.)

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*PHIL 210: Environmental Ethics*

Examination of relationships between human beings and nature, drawing on literature, religion, and natural science as well as philosophy. What views have shaped our current perceptions, concerns, uses, and misuses of the natural world? What creative alternatives can we discover? How can these be applied to the practical problems of environmental ethics? No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: ES 210

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*PHIL 212: Multicultural Approaches Environment*

The central theme of this course is Humans and Nature. We will examine various motifs in the creation myths from different cultures, the images of man and woman, the theme of primeval flood or its absence, the alienation of humans from nature, and the beliefs (e.g., Chinese numerology) in the synchronicity between human affairs and natural events. We will search for answers to the following typical questions: What is the definition of environment? What is and ought to be the relation between humans and

nature? What count as 'environmental issues' and what are their possible solutions? No prerequisites. (This course satisfies Humanities and Global Perspective.)

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*PHIL 220: Philosophy of Education*

Survey of significant theories of education, introduction to philosophical analysis of educational concepts, and development of analytical skills applicable to clarifying and resolving pedagogical and policy issues. (This course satisfies Humanities.)  
cross listed: EDUC 220

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*PHIL 222: The Humanist Ethics of AI*

(The Humanist Ethics of Artificial Intelligence) This course is designed to equip students with the knowledge and skills necessary to work effectively with AI in their future careers. It emphasizes the ethical development of AI, the advancement of technology in a manner that is equitable and just, and the importance of fostering meaningful collaborations between humans and AI systems. The curriculum delves into the relationship between AI and the humanistic tradition, drawing from interdisciplinary sources that focus on historical and practical questions, with a strong emphasis on ethics, justice, and fairness. The course explores questions of bias and safety in AI as those issues are connected to the humanist tradition. This course meets the Forester Fundamental technology skills requirement, and students directly use AI technology for a significant portion of their coursework.

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*PHIL 223: Does God Exist?*

This course considers arguments for and against the existence of God, as well as the resources and methods those arguments use. After some

discussion of logic and argumentation, we will consider questions such as: how could one demonstrate that God does or does not exist? What would constitute 'proof' of such a claim? How are faith and reason working for similar or opposed ends in such arguments? What does the character of arguments for or against God's existence say about human life and thought? To address these questions, we will consider the works of theologians and philosophers from monotheistic traditions.

cross listed: RELG 223

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*PHIL 225: Philosophy of Science*

Examination of issues such as the nature of scientific knowledge, what counts as a 'true' scientific theory, the basis of observation, and empirical knowledge. Consideration of ethical issues generated by scientific practice, the politics of technology, and current work on the sociology of scientific knowledge. No prerequisites. (This course satisfies Humanities.)

cross listed: ES 225

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*PHIL 230: Philosophy and Literature*

This course examines the long-standing tensions and affinities between philosophy and literature. What is the relationship between philosophical truth and story-telling? In what ways and to what degree do literary form and philosophical argument complement or impede one another? What exactly is a philosophical novel, and why exactly do some philosophers make intriguing literary characters, while others do not? We also consider a number of philosophical puzzles to which literature gives rise, puzzles, for example, about the nature of fictional discourse, about audience emotional investment in fictional suffering, and about poetic knowledge. We read a wide variety of philosophical and literary texts, taken from a wide variety of historical eras. (This course satisfies Humanities and Writing Intensive.)

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*PHIL 233: Philosophy of Sport*

This course will consider a host of philosophical issues that arise as one ponders sport in general and sports in particular, ranging from definitional questions (e.g., what is a sport?), through general value theory (e.g., is sport valuable, and if so, in what way or ways - and to whom?), to questions of applied ethics and public policy (e.g., what is the justification, if any, for allowing athletes to shorten their life expectancies - sometimes quite dramatically - for the sake of glory or pay or both?). Although many of the questions we will consider may seem simple at first - what for example, is the significance of winning, if any? - on reflection they reveal themselves to be deep and puzzling. The course will thus provide us with a concrete gate through which to access thorny philosophical questions about the nature of - and the complex interplay among - luck, effort, desert, intention, and result. (This course satisfies Humanities.)

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*PHIL 235: Philosophy & 1960s Popular Culture*

This course offers a demanding tour through the intellectual milieu of the 1960s in the United States. We will read philosophical works, social theory, popular and literary fiction, and occasional pieces of various sorts (speeches, journalism, etc.); we will watch films and television shows; we will listen to music: all with the goal of figuring out not just how people in the 1960s were thinking, but also of understanding how philosophy and popular culture reflected and refracted each other during a particular - and particularly volatile - historical moment. No prerequisites. (This course satisfies Humanities.)  
cross listed: AMER 237

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*PHIL 240: Philosophy of Law*

This course considers (1) the nature or concept of law, (2) whether and to what extent there is a duty to obey the law, (3) the nature of legal adjudication, (4) the bases for ascription of legal responsibility for acts or omissions, and (5) the justification or lack thereof for legally assigned punishments. We read

philosophical and legal texts, and we also consider a few literary and cinematic representations of law and its discontents. (This course satisfies Humanities.)

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*PHIL 242: Catastrophe & Risk: Phil Insurance*

(Catastrophe and Risk: The Philosophy of Insurance.) This course examines the institution of insurance philosophically. Beginning with a consideration of the problem of induction, and ranging over philosophical discourses about miracles, apocalypse, and the nature of prediction, the course ponders the ways in which the concept of rationality is shaped, both by our knowledge and by our ignorance. The course explores the concepts of risk and luck, considering the extent to which political and social institutions can and should be used as risk-pooling devices to soften the effects of catastrophe and to buffer the effects of luck. We also pay some attention to insurance law, to the relationship between entrepreneurial projections and actuarial calculations, and to representations of insurance in literature and film. (This course satisfies Humanities.)

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*PHIL 245: Philosophy of Humans and Animals*

Western philosophers since Aristotle - at least - have claimed that human beings, as a species and alone among species, are capable of complex reasoning. From that premise, they have inferred a wide range of ethical and religious claims, e.g., it is ethically permissible to eat non-human animals. Alternative claims, however, have just as long a history, and in the last twenty or so years there has been a boom in the study of non-human animals and the relationships between humans and non-human animals. Not open to students who have taken Phil 420: Philosophy of Humans and Animals. (This course satisfies Humanities.)

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*PHIL 250: Philosophy of Religion*

This course is an introduction to the philosophy of religion. Particular emphasis is placed on the role of religious experience, ritual, prayer, and sacred books in articulating the idea of God. Course includes a philosophical encounter with mysticism as well as the more traditional metaphysical formulations of the divine, in both the West and East. The critical concern of a variety of rational skepticisms will also be examined. No prerequisites.  
cross listed: RELG 250

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*PHIL 253: Philosophy of Self: East and West*

The course will examine how great thinkers from East and West, ancient and modern times, have tackled the relation between reason, passion, and desire. We will study Plato's tripartite model of the soul, the Stoic monism, especially Chrysippus' theory of desire, and various Eastern concepts such as self-overcoming, unselfing, and self-forgetting. We will also include some basic readings from the scientific discussions on mirror neurons and Antonio Damasio's writings on self and emotion. No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: ASIA 253, IREL 283

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*PHIL 255: Philosophy of Race and Racism*

This course examines philosophical approaches to race and racism. We pay special attention to the normative, metaphysical, and conceptual problems and solutions that inform philosophical race theory. Some of the key questions we answer include the following: Is race a natural kind, a social kind, or something else entirely? What does philosophy have to contribute to the study of race and racism? What is the relationship between race and racism? Ultimately, the aim of this course is to provide students with a philosophical toolkit that will allow them to engage in civil and informed critical discussions about the nature and consequences of race talk and the practice of racism. No prerequisites. (Not recommended for first-year students.) (This course

satisfies Humanities and Domestic Pluralism.)  
cross listed: AFAM 255

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*PHIL 256: Moral Psychology*

Trying to understand the nature of morality, philosophers have theorized about the motivations for moral behavior, the cognitive processes behind moral judgment and decision making, and other morally relevant features of cognition. Moral psychologists empirically study moral cognition and inform these on-going philosophical debates. Framed by the major philosophical debates, this course reviews major topics in empirical moral psychology—like moral responsibility and blame, intentionality, free will, moral character, cross-cultural disagreement, virtue development, and more—and discusses the philosophical implications for ethics, moral cognition, and artificial agency. No prerequisites. (This course satisfies Social Science.)  
cross listed: PSYC 256

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*PHIL 258: Fight the Power*

(Fight the Power: Spike Lee's Black Aesthetics.) As one of the greatest filmmakers of all time, Spike Lee is both loathed and loved. His films challenge the stereotypes and paternalistic assumptions about African Americans that have become sacrosanct in America's popular imagination. We will explore how the aesthetic representation of race, class, and gender in Spike Lee's filmography have helped create a new genre of film called African American noir. In so doing, we will watch several of Spike Lee's films, documentary projects, and television ads. Ultimately, our goal will be to appreciate Lee's cinematic technique, examine his critique of white supremacy, and consider the cultural and historical events that have shaped his artistic vision. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: AFAM 258, CINE 258

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*PHIL 260: Aesthetics*

A consideration of beauty and the nature and purpose of art and aesthetic judgment, through the theories of Plato, Aristotle, Kant, Hegel, Freud, and others. Artworks in different media and historical periods will be used as occasions for reflection. No prerequisites. (This course satisfies Humanities.)

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*PHIL 262: History of Social Thought*

This course will examine some of the classical sources of social thought both in the East and the West. Texts by Plato, Aristotle, St. Augustine, Aquinas, Alfarabi, Confucius, authors of the Vedas, Machiavelli, Hobbes, and Rousseau will be examined for the seeds of questions that were later to grow into the thicket of sociological problematics. Extensive weekly readings of original sources will be the basis of class discussions. No prerequisites. (This course satisfies Social Science.)  
cross listed: SOAN 262, CLAS 262

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*PHIL 265: Philosophy of Love and Emotion*

This course explores the nature of love and other emotions. We start the course with a unit on love to address questions such as: How does love for another reconfigure the self? At what point is love narcissistic? How do we distinguish love worthy of the name from its lesser forms (such as love that becomes an exercise of control or fulfilling a social script)? What are the underlying commitments and performances entailed in both traditional forms of love and queer love? How do the structures of race and culture affect our exercise and experience of love? In addition to attending to a range of questions related to romantic love, we will also reflect on other types of emotion (e.g. hatred, desire, empathy, compassion) and their function in key aspects of human life (such as political association, knowing, and morality). Our readings will be diverse, pulling from ancient traditions of the world, contemporary feminist and queer theory, political philosophy, and literary sources. No prerequisites. (This course satisfies Humanities and Domestic



Pluralism.)  
cross listed: GSWS 266

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*PHIL 270: American Philosophy*

American philosophy has a rich and diverse history. With the sometimes conflicting commitments to principles and pragmatism as a focus, the course will investigate topics such as (1) early debates over American political institutions: human rights and democracy versus aristocratic leanings to ensure good government; (2) eighteenth-century idealism (e.g., Royce) and transcendentalism (focusing on moral principle, as reflected in Emerson and Thoreau); (3) American pragmatism in its various forms (Pierce, James, and Dewey); (4) Whitehead and process philosophy; and (5) contemporary manifestations (e.g., human rights, environmental concerns, technology, and struggles with diversity). No prerequisites.

cross listed: AMER 269

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*PHIL 271: African Philosophy*

This course is an introduction to African philosophies, reflecting the continent's vast diversity in languages, religions, and cultures. Such diversity is mirrored in Africa's philosophical landscape. We explore both precolonial and postcolonial philosophical traditions, examining indigenous communities such as the Yoruba, Akan, and Egyptian, alongside contemporary approaches such as African analytic philosophy, hermeneutics, and critical theory. Topics covered in this course include the role of communalism in African philosophical discourse, methodological debates within African philosophy, the significance of African oral philosophies, and the impact of European colonialism on the development of African philosophy. Major philosophers we may study include Kwasi Wiredu, Frantz Fanon, D. A. Masolo, Tsenay Serequeberhan, and Paulin J. Hountondji. (This course satisfies Global Perspective and Writing Intensive.)

cross listed: AFAM 271

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*PHIL 272: African American Philosophy*

This course is an introduction to African American contributions to traditional areas of philosophy, such as metaphysics, epistemology, political philosophy, and aesthetics. Simultaneously, it serves as an introduction to the many ways that the lived experiences of African Americans, from the Transatlantic Slave Trade to the Black Lives Matter Movement, have created new opportunities to challenge traditional philosophical narratives. We pay special attention to the unique ways in which African American philosophical concepts, theories, problems, and methods constitute both a "philosophy born of struggle," as Leonard Harris argues, and a new tradition within Western philosophy. Major philosophers we may study include Cornel West, Angela Davis, Tommy Curry, Joy James, and Alain Locke. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: AFAM 272

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*PHIL 275: Desire and Discipline: Asian Morals*

This course offers a focused historical narrative of the development of Asian moral thinking. It shows, at its early phase, how a particular moral philosopher's thinking (such as Mencius and Xun-zi) is largely determined by his thinking on human nature. However, in later periods, particularly after the importation of Buddhism, the debates on human nature are replaced by an intense cognitive and metaphysical interest in the human mind. Moral cultivation begins to focus less on following moral rules but more on cultivating the mind. The effect of this nature-mind shift on Asian moral thinking is both historically profound and theoretically surprising. Readings: Confucius, Mencius, Xun-zi, Lao zi, Zhuang zi, Zhang Zai, Chen Brothers, Zhu Xi and D. T. Suzuki. No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: ASIA 275, IREL 285

*PHIL 276: Social Justice and Human Rights*

Examination of the concepts and debates surrounding social justice and human rights, with attention to the arguments between East and West. Applications to current global and domestic issues, such as globalization; poverty and disparities in wealth and opportunity; race, ethnicity, gender and sexual orientation; political liberties; and genocide. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: ETHC 276, IREL 286

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*PHIL 277: Identities, Rights, Social Justice*

This course explores the philosophical foundations of contemporary understandings of rights and social justice. We study a variety of theoretical frameworks, including classical liberal theory, postcolonial critiques, and local philosophies of indigenous communities. Moreover, we consider the effects of each framework on various claims to identity, whether of an individual person, a group, community, institution, place, or state. We then attempt to apply these frameworks to a number of real-world cases to better understand how rights are deployed and denied in practice. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: ETHC 277, IREL 287

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*PHIL 280: Capitalism and Its Critics*

This course is an introduction to the philosophical and historical treatment of capitalism in its various and current guises, beginning with its origins in 9th-12th century European merchant culture to its current form in contemporary America. This course will explore the definitions of capitalism, the conditions of its historical emergence, the implications of the system for both wealth and welfare, and the contrasting merits or detriments when placed against competing systems. For instance, we will consider Marx's criticism of capitalism and various forms of communism as responses to the system's perceived shortcomings, Piketty's modern diagnosis of social inequality, and

post-2008 financial crisis critiques of the system. No prerequisites. (This course satisfies Humanities.)

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*PHIL 285: Topics in Japanese Thought*

The course focuses on the Japanese understanding of nature, life, and history. We will focus on the ideas of fragility, impermanence, and beauty. Students will learn the central ideas of Zen Buddhism. Topics to be covered may include artistic representations in Noh plays, Tea ceremonies, and the Samurai culture. Prerequisite: any course in Asian thought or permission of the instructor. (This course satisfies Humanities and Global Perspective.)  
cross listed: ASIA 285, IREL 288

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*PHIL 290: Ancient Greek Philosophy*

The 20th century philosopher, Alfred North Whitehead, once commented that all of Western philosophy has been merely a series of footnotes to Plato. What did he mean by this? As I see it, he meant that there are no questions or concerns in Western philosophy that were not at least anticipated in the Platonic dialogues. But Plato had formative influences in Socrates and the pre-Socratic philosophers. And his most famous pupil, Aristotle, criticized his views almost immediately. We explore in some depth the origins of Western philosophy in the ancient Greeks, particularly Plato and Aristotle. (This course satisfies Humanities and Writing Intensive.)  
cross listed: CLAS 290

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*PHIL 291: Descartes to Kant*

Seventeenth- and eighteenth-century European philosophers, with a primary focus on epistemology and metaphysics, including the essence of the mind and its relation to the body. Readings will include Descartes, Spinoza, Locke,

Berkeley, Hume, and Kant. No prerequisites. (This course satisfies Humanities and Writing Intensive.)  
cross listed: NEUR 291

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*PHIL 294: Philosophy of Language*

No pre-requisite is required, but logic is strongly recommended as a gateway for this course. The course will give a general survey of the main issues in philosophy of language of the twentieth century, including questions concerning the relations between meaning and truth, meaning and reference, language and thought, and meaning and meaningfulness. It will introduce some basic concepts and analytical apparatus in the three main branches of language study: semantics, syntax and pragmatics. Reading materials will cover writings by Frege, Russell, Wittgenstein, Austin, Quine, Davidson, and Kripke. No prerequisites.

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*PHIL 296: Philosophy of Mind*

With the rise of Cognitive Science, Computer Science, and Neuroscience, questions about the nature of mind have become increasingly important, and in the last 40 years much work on philosophy of mind has been done in analytic philosophy. The class will begin with an examination of some of the most influential texts in philosophy of mind from the last 50 years, and then proceed to current topics. Central questions may include: What is the relationship between the mind and the brain? Is it possible to offer explanations of mental states by reducing them to biological, chemical, or physical states? Can human consciousness be best explained in terms of a computer model? Is it possible to describe the functioning of human thought in terms of a rule-based system of processing? No prerequisites. (This course satisfies Humanities.)  
cross listed: NEUR 296

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*PHIL 300: Writing Philosophy*

In this course, philosophy students strategize with faculty members in the philosophy department about reading, brainstorming, planning arguments, organizing, and writing papers in philosophy, with an eye to strengthening their skills in the discipline. Prerequisite: Declaration of the philosophy major or minor. (This course satisfies Humanities and Writing Intensive.)

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*PHIL 301: Romantic Comedies & Phil of Love*

(Romantic Comedies and Philosophy of Love) Why do we like to watch romantic comedies? What's satisfying about them, even when they're not great films? Film theorist Leo Braudy claimed that 'genre [film] ... always involves a complex relation between the compulsions of the past and the freedoms of the present. ... [They] affect their audience ... by their ability to express the warring traditions in society and the social importance of understanding convention.' In this course, following Braudy, we will investigate the relationship between the film genre of romantic comedy and age-old thinking about love, marriage, and romance. We'll read some ancient and modern philosophy of love, as well as some relevant film theory, and watch and discuss an array of romantic comedies, trying to unpack what we really believe about love. Prerequisite: One Philosophy course or permission of the instructor. ('Genre: The Conventions of Connection,' Film Theory and Criticism, eds. Leo Braudy and Marshall Cohen. New York: Oxford U. Press, 538). No prerequisites.  
cross listed: GSWS 301, CINE 301

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*PHIL 302: Philos Issues in Documentary Film*

(Philosophical Issues in Documentary Film) What is a documentary film? What does it mean for a movie to be 'non-fiction'? In this course, we will view and discuss a number of documentary films, e.g., those of Robert Flaherty, Leni Riefenstahl, Claude Lanzmann, Albert Maysles, Erroll Morris, and Seth Gordon. We'll also read some aesthetic and film theory, to try to understand

what about these films is and is not 'true,' 'good' or 'beautiful.' Prerequisite: One Philosophy course or permission of the instructor.  
cross listed: CINE 302

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*PHIL 304: Philosophy of Film*

In this course, students consider the aesthetics of moving pictures: What is most "cinematic" about cinema? What is its relation to reality? Is cinema "high art" or "low art?" What are the secrets behind "movie magic"? What is the function of genre in film? Readings may include Eisenstein, Arnheim, Kracauer, Braudy, Bazin, Cavell, Carroll, Bordwell. Of course, we consider application of theory by viewing a number of movies. Prerequisite: One Philosophy or Cinema Studies course. (This course satisfies Writing Intensive.)  
cross listed: CINE 304

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*PHIL 305: South Asian Philosophy*

This course is an in-depth study of a particular topic or tradition within South Asian philosophy. Possible topics include South Asian Buddhist Philosophy, Buddhist Epistemology, and Self or No-Self in South Asia. Students study classical texts, secondary resources, and contemporary scholarship integrating this body of work in ongoing discussions about ethics, cognition, and metaphysics. Prerequisites: Either two philosophy courses, or one philosophy course and one Asian area course. (PHIL 114 recommended before taking this course.) (This course satisfies Global Perspective.)  
cross listed: ASIA 305, IREL 385

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*PHIL 312: Doing Philosophy in the Dark*

(Doing Philosophy in the Dark Ages: Introduction to Medieval Philosophy.) This course is an introduction to philosophy in the Middle Ages covering the period from roughly the 5th to the 15th century. Contrary to Petrarch's dismissive claim that this period is the "Dark Ages," we discover some of the most sophisticated accounts of the self and God in western civilization. We read philosophical works from the Christian, Jewish, and Islamic traditions such as Augustine, Anselm, Ibn Rushd, Maimon, Ibn Sina, Aquinas, Dun Scotus, Ockham, and Christine de Pizan. Prerequisites: PHIL 110, 290, or 291, or permission of the instructor. (This course satisfies Global Perspective and Writing Intensive.)

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*PHIL 315: Soc Ethics Energy Production & Use*

(Social Ethics of Energy Production and Use.) The course will explore the ethical implications of possible future energy initiatives. Emphasis will be given to the global implications of interdependency on primary resources and the technological initiatives of nuclear power and alternative sources. Students will focus on independent research projects, with both domestic and international components, surrounding the environmental, social, and ethical issues of future energy production and use. Prerequisite: junior standing or permission of instructor.  
cross listed: SOAN 315

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*PHIL 320: Back to the Things Themselves*

(Back to the Things Themselves: Husserl, Heidegger, and Derrida.) Twentieth-century continental philosophy, moving from the primacy of lived existence to the problematics of texts. Readings in Husserl, Sartre, Merleau-Ponty, Buber, Barthes, Derrida, Levinas, Irigaray, and Lyotard. Prerequisite: Two philosophy courses. (This course satisfies Writing Intensive.)

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*PHIL 322: The Owl and the Hammer*

(The Owl and the Hammer: From Hegel to Nietzsche) Arguably, the greatest flourishing of philosophy in the Western tradition since the ancient Greeks occurred in the nineteenth century. We study four philosophers from this period, namely Hegel (1770-1831), Marx (1818-83), Kierkegaard (1813-55), and Nietzsche (1844-1900). We examine Hegel's idealist metaphysics, Marx's communist vision, Kierkegaard's philosophy of religion, and Nietzsche's critique of morality. At the same time, we consider how these philosophers wrestled with Kant's philosophical legacy, the social and political consequences of the French Revolution, and the rationalist agenda of the Enlightenment. Besides these influences, we also examine how historicism, materialism, and fideism were enduring themes for many nineteenth-century philosophers. Our goal, then, is twofold: (1) understand and interrogate philosophers from Hegel to Nietzsche and (2) challenge ourselves to provide new answers to the systematic questions they pursued. Prerequisite: PHIL 290 or 291 or permission of instructor. (This course satisfies Humanities and Writing Intensive.)

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*PHIL 325: Major Ethical Theories*

Investigation of principal Western theories of ethics. Issues include the foundation of morality in reason or sentiments, the fundamental principles of morality, the relationship of morality to character, and the demands of morality on human action. Readings from philosophers such as Aristotle, Mill, Kant, Noddings, and MacIntyre. Prerequisite: Two philosophy courses.

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*PHIL 330: History and Philosophy of Slavery*

An examination of American slavery and its aftermath from the slave ship to the Age of Neo-slavery. We will read slave narratives, historical accounts of slavery, and philosophical interpretations of slavery from the black radical tradition and contemporary philosophy. All three approaches will provide us with multiple angles from which to consider the institution of slavery and

America's supposed commitment to life, liberty, and the pursuit of happiness. On the whole, our aim will be to wrestle with the tortured logic that is the tragic contradiction of American slavery and American freedom. Prerequisites: AFAM 110, one philosophy course, or permission of the instructor. (This course satisfies Domestic Pluralism.)  
cross listed: AFAM 330

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*PHIL 341: Existentialism and the Modern Novel*

Who am I? What is my place within the universe? Do human beings find or make meaning in their lives? Is meaning even possible in the face of life's absurdities? If so, what constitutes a meaningful life? This course explores these and other big existentialist questions through the lens of the novel, focusing especially on novelists from the nineteenth and twentieth century. Within the course, we compare and contrast major existentialist perspectives as well as examining significant critiques of existentialism. We also consider the unique possibilities afforded by the genre of the novel in exploring philosophical questions. Possible authors include Kierkegaard, Dostoevsky, Tolstoy, Camus, and Murdoch. Other readings are drawn from shorter fiction by these and other writers as well as major nonfiction essays on existentialism. Prerequisite: A 200-level literature course or permission of the instructor. (This course satisfies Humanities and Writing Intensive.)  
cross listed: ENGL 341

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*PHIL 350: The Good, the Bad, & the Beautiful*

(The Good, the Bad, and the Beautiful: Introduction to African Philosophy.) This course is an introduction to African philosophy. We examine the major concepts, questions, debates, and controversies at the center of this thriving philosophical tradition. Major themes explored include the philosophy of culture, precolonial vs postcolonial African philosophy, and the various schools, methods, and movements that constitute the development of Africa's philosophical heritage. Prerequisites: Two PHIL courses or consent of the

instructor. (This course satisfies Humanities and Global Perspective.)  
cross listed: AFAM 350

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*PHIL 352: Topics in Social Justice*

Examination of a particular issue in social justice, through a research project. Common elements of the course will include examinations of theoretical issues and debates, allowing students to select from a range of possible research topics. Significant time will be devoted to periodic student reports on their projects. Prerequisite: Ethics Center/Philosophy 276 or 277 or permission of instructor. (This course satisfies Domestic Pluralism.)  
cross listed: ETHC 352

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*PHIL 355: Wittgenstein & Analytic Tradition*

A brisk and demanding tour through the analytic tradition in philosophy, from its beginnings around 1880 with the pathbreaking work of Frege in logic and in the philosophy of language, through the empiricist reception of that work in England (Russell, Moore), the logical positivism of the Vienna Circle (Carnap, Neurath), and ordinary language philosophy (Austin, Ryle), until the tradition proper begins to break up around 1960. The course emphasizes epistemological, metaphysical, and linguistic concerns, with some attention to issues in logic and in the philosophy of science. The central figure of Wittgenstein provides the organization backbone of the course. In addition to the work of philosophers already mentioned, the course may also consider the work of Mach, Brentano, Ayer, Popper, Strawson, Quine, Sellars, and Putnam, among others. No prerequisite, but the prior completion of PHIL 156 is strongly recommended.

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*PHIL 365: Race, Gender & Sexual Orientation*

In this class we will examine a number of questions concerning the reality, or metaphysics, of social identities. When people speak of race, are they referring to something biological or something social? Are the gender roles of men and women shaped more by genetic forces or social forces? Is there a 'gay gene'? Does sexual orientation have a genetic basis? After examining recent literature on the metaphysics of social kinds, we will examine the recent debates surrounding the nature of race, gender, and sexual orientation. Possible readings will include: Foucault, Searle, Hacking, DuBois, Appiah, Taylor, Sundstrom, Butler, and Longino. Prerequisite: at least one philosophy class or instructor's permission. .

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*PHIL 370: Design Theory, Differing Abilities*

(Design Theory, Differing Abilities, and the Good Life) In this course, we inquire into the philosophy behind industrial, architectural, and graphic design, with an eye to the tension between the requirements of mass production and those of individual users with a variety of different abilities and needs. Starting with socio-political philosophers and turning to aesthetics and design theorists, we consider how design can both extend and constrain human functioning. This course may include field trips to see artifacts and spaces in situ. Prerequisite: Any Philosophy, Art History or Environmental Studies course or permission of instructor.

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*PHIL 375: Neuroethics*

Neuroethics is an emerging interdisciplinary field that incorporates the findings of neuroscience, cognitive psychology, and philosophy to tackle key ethical issues in science, philosophy, health, and medicine. In this discipline, we explore two primary areas of study. The first is the neuroscience of ethics, which asks what current research in neuroscience and related fields can tell us about ethics. The second is the ethics of neuroscience, which asks how the study of ethics can inform emerging technologies and findings from the rapidly

developing field of neuroscience. This course introduces students to both areas of research. As such, the course investigates a variety of questions related to free will, moral reasoning, memory, neuroenhancement, neuromarketing, cognitive enhancement, and how the law deals with these issues. Prerequisite: at least one 100- level course in philosophy, neuroscience, or psychology, or permission from the instructor. (This course satisfies Humanities.)  
cross listed: NEUR 375

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*PHIL 380: Topics*

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*PHIL 386: Neurophilosophy*

This course familiarizes students with topics in neurophilosophy—i.e., the application of concepts and findings in neuroscience to traditional questions in philosophy. This course explores a range of such applications. For instance, what can the behavior of patients with damage to the ventromedial prefrontal cortex tell us about theories of intentionality? What are the implications of neurological syndromes for the concept of a unified self? What can eye tracking teach us about causation? Can results from EEG studies inform theories of free will? This course reviews some of the newest methods and findings from neuroscience, primarily cognitive neuroscience, and apply these findings to some of the major questions in philosophy. Prerequisite: PHIL 130, PSYC 110, or permission from the instructor.

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*PHIL 394: Experimental Philosophy*

This course introduces students to the new field of Experimental Philosophy. This burgeoning area of philosophy uses the methods of cognitive science to conduct quantitative research on philosophical questions. Experimental philosophers might ask, for instance, if people think there is something

essential to the self over time, if judgments about philosophical thought experiments are culturally universal and representative, or if the consideration of alternative possibilities affects how people think about causation, intentionality, free will, and more. The course surveys work in Experimental Philosophy—on the topics of intentionality, free will, consciousness, morality, causation, the true self, and more—and considers the potential limitations of this approach to philosophy. Prerequisite: At least one 200-level course in philosophy, neuroscience, or psychology, or permission from the instructor.

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*PHIL 410: Major Philosophers*

(Spring 2018 Major Philosophers: Hobbes.) In this course, we will examine, in detail, Thomas Hobbes's arguments for a new conception of politics, put forth in his 1651 classic, *Leviathan*. Hobbes sought to inaugurate a modern science of politics, rejecting notions of legitimacy rooted in codes of honor, in divine revelation, or in Aristotelian human nature, arguing instead for a notion of political authority arising from universal human fear. We will consider how the goals of Hobbesian politics—peace and security—are related to Hobbes's commitments to nominalism, to materialism, and to secularism. We will also ponder the vexed question of Hobbes's relationship to liberalism. Although our focus will be on *Leviathan*, which we will read entire, we will make some attempt to situate Hobbes historically, and we will also discuss the influence of Hobbes on the theory of international relations and on contemporary political philosophy (e.g., Gautier, Hampton, Skyrms). Prerequisites: Three PHIL courses or consent of the instructor.

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*PHIL 420: Plato: Eros, Sexuality, & Memory*

Fall 2016 Topic: Plato: Eros, Sexuality, & Memory. This course offers an in-depth look into Plato's concept of eros and his understanding of culture as a pursuit of knowledge, as the dynamic, communicative exchanges between equal and reciprocating citizens. A key topic has to do with the issue of memory (the vehicle of cultural transmissions) and the multifaceted impact on human condition from the proliferation of mnemotechnologies, such as writing

(for Plato) and internet (for us). The general concern is quite basic: how shall we live and how shall we adapt to the world of iPhones and internet. Our focus will be on Plato's Phaedrus and Symposium, along with essays from other perspectives, such as those by Joseph Ledoux (a neuroscientist of the memory of fear) and Larry Squire (a memory psychologist), as well as excerpts from French philosophers Bernard Stiegler and Derrida.

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*PHIL 425: Feminist Epistemologies*

This seminar course studies contemporary conversations feminist scholars are having about the nature of knowledge, knowing, and knowers. Topics of study in this course include: the epistemic functions of emotions, critiques of "objectivity", the relevance of moral virtues (such as care) to knowledge, the relevance of a knower's positionality, how knowledge is instrumentalized to entrench power dynamics, and how we can decolonize priority for particular epistemic models and positions. While the overarching theme of epistemology will offer many points of contact between units, these inquiries will also allow us to think through a variety of broader feminist insights about the nature of the self, self-relation, mental states, and socio-political issues pertaining to gender. Prerequisites: Two PHIL courses or permission from the instructor. (This course satisfies Senior Studies and Domestic Pluralism.)

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*PHIL 430: Plato, Kant, Freud*

In this seminar, we study Plato, Immanuel Kant, and Sigmund Freud in some depth, analyzing similarities and differences in their conceptions of mind, motivation, and action. Plato claims that the soul has three parts, which resemble Freudian components of the mind. Kant also takes the mind to have three faculties. All three thinkers, moreover, believe that this tripartite structure is the key to understanding human motivation and action. Others have noted these similarities: Alfred Tauber, for example, claims that "Psychoanalysis . . . rests upon a basic Kantian construction," and Christine Korsgaard claims that Plato and Kant share a "Constitutional Model" of the soul, whereby "deliberative action by its very nature imposes unity on the will." This course

explores the similarities between the perspectives of these philosophers that on the surface seem very different. Prerequisite: Two philosophy courses or permission of the instructor.

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*PHIL 440: Nietzsche*

Nietzsche's influence on the present age is undeniable. Chaim Weizmann, the first President of Israel, wrote the following to his wife in 1902: "I am sending you Nietzsche: learn to read and understand him. This is the best and the finest thing I can send you." The composer Richard Strauss named his symphonic poem after Nietzsche's *Thus Spoke Zarathustra*. Even Freud reluctantly acknowledged his debt to the German philosopher. We read texts from Nietzsche's early, middle, and late periods.

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*PHIL 460: Cogn. Science & Experim. Philosophy*

(Cognitive Science and Experimental Philosophy.) This course introduces students to Experimental Philosophy. This area of philosophy uses the methods of cognitive science to conduct quantitative research in order to investigate philosophical questions. Experimental philosophers might ask, for instance, if there is something essential to the self over time, if judgments to philosophical thought experiments are culturally universal and representative, or if the consideration of alternative possibilities affects how we think about causation, intentionality, and free will. The course surveys work in Experimental Philosophy—on the topics of intentionality, free will, consciousness, morality, causation, the true self, and more—and considers the potential limitations of this approach to philosophy. Prerequisite: At least one 200-level course in philosophy, neuroscience, or psychology, or permission from the instructor. (This course satisfies Humanities.)

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*PHIL 470: Philosophy of Action*

The philosophy of action aims to understand and explain what action is and what distinguishes it from complex movement and events. This course works to understand some of the following topics in philosophy of action and more: the problem of action, intentionality, group action and intention, theories of action, free will, reasoning, decision making, and motivation. The course explores traditional work in philosophy of action and recent work in experimental philosophy. The course ends by discussing philosophy of action in relation to artificial intelligence. Prerequisite: one Philosophy course or permission of instructor.

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*PHIL 480: Heidegger's Being and Time*

This course is a reading- and writing-intensive study of Heidegger's major philosophical work *Being and Time*, published in 1927. Major themes to be explored include his relationship to Greek philosophy, ecstatic temporality, the question of the meaning of Being, his view of death, and the phenomenological method. We may also study Heidegger's 1924 *The Concept of Time* and parts of his 1927 lecture course *The Basic Problems of Phenomenology*. Prerequisites: Three PHIL courses or consent of the instructor.

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*PHIL 481: Authority and Justification*

We often justify our actions through an appeal to some sort of authority, e.g., we justify not parking in the most convenient factually available space on the ground that parking in that space is forbidden by law. How exactly do such appeals work, and when are they justified? This class considers the nature, role, and justification of authority. Although our emphasis is on political and legal authority, we pay some attention to authority in other contexts, both institutional and informal, and though our emphasis is on authority as a reason for action, we also pay some attention to authority as a reason for belief. In exploring these issues, we consider a number of thinkers both classical and

contemporary, including, but not limited to, Plato, Aquinas, Hobbes, Wittgenstein, Arendt, Hart, and Raz. Prerequisites: Two Philosophy courses or consent of the instructor. (This course satisfies Humanities and Senior Studies.)

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*PHIL 490: Internship*

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*PHIL 495: Sr Symposium and Thesis*

Senior thesis project plus discussions of that research in meetings of seniors and faculty. (Students writing a thesis over two semesters would register for regular thesis credit in the semester without the symposium.) Open to senior majors.

# Physics

## Faculty

*Scott Schappe*

Professor of Physics  
Chair of Physics

*Michael Kash*

Professor of Physics

*Nathan Mueggenburg*

Associate Professor of Physics

*Veronica Walkosz*

Assistant Professor of Physics

Major and Minor in Physics

*Requirements for the Major:*

At least 9 credits in Physics, plus at least 3 credits in Mathematics

- 3 Mathematics courses, which are prerequisites for many upper-level Physics courses
  - Mathematics 110: Calculus I (corequisite for Physics 120)
  - Mathematics 111: Calculus II (corequisite for Physics 121)
  - Mathematics 210: Multivariable Calculus (corequisite for Physics 250)
- Physics 120: General Physics I

- Physics 121: General Physics II
- Physics 210: Modern Physics
- Physics 250: Analytical Mechanics
- Physics 310: Electricity and Magnetism I
- Physics 330: Thermodynamics
- Physics 420: Quantum Mechanics I
- at least 1 additional Physics course at the 200-level or above
- Physics 480: Senior Seminar in Experimental Methods

Students intending to pursue graduate studies or other careers in physics are advised to enroll in more than the 9 courses required for the major. Tutorials may be undertaken in subjects not listed among the course offerings. Exposure to other sciences, especially Chemistry 115 and 116, and more advanced mathematics, especially Mathematics 214 and Computer Science 112, is strongly encouraged. Courses taken Pass-NoPass may *not* count towards the major or minor in Physics.

*Requirements for the Minor:*

- 3 Mathematics courses, which are prerequisites for many upper-level Physics courses
  - Mathematics 110: Calculus I (corequisite for Physics 120)
  - Mathematics 111: Calculus II (corequisite for Physics 121)
  - Mathematics 210: Multivariable Calculus (corequisite for Physics 250)
- Physics 120: General Physics I
- Physics 121: General Physics II
- Physics 210: Modern Physics
- Physics 250: Analytical Mechanics
- at least 1 additional Physics course at the 200-level or above

## NOTE

PHYS 120 and PHYS 121 and MATH 110 and MATH 111 (or their equivalent) must be completed before the sophomore year (perhaps over the summer) to finish the physics major in 4 years. Students who have tried to complete a physics major starting in their sophomore year have run into significant problems, primarily because the upper-level requirements are offered in alternate years.

PHYS 120/121 is recommended for science majors.

If there are scheduling conflicts, PHYS 110 may be substituted for PHYS 120, and PHYS 111 may be substituted for PHYS 121. **This change is not acceptable for engineering, however.** Both courses have the same laboratories. PHYS 110/111 is not much easier than PHYS 120/121. MATH 110/111 can be taken with PHYS 120/121.

Occasionally, “advanced” first-year students have sufficient experience in physics to skip the 100-level courses. This is most easily confirmed by a score of 4 or 5 on a relevant Advanced Placement examination. Please consult a department member for placement of such students. Typically, the correct courses to take are PHYS 210 and MATH 210 in the fall, and PHYS 250 and MATH 214 (if offered) in the spring.

## Learning Outcomes

1. Laws of physics. A large fraction of observed phenomena in the physical universe is accurately described by a small number of laws. Centuries of observation, analysis and logic built the present set of equations that embody these laws. Students see the fundamental ideas of mechanics, electricity and magnetism, thermodynamics and quantum theory; these ideas are not so much the application of the laws as a discussion of the meaning of the laws.
2. Problem solving. Breaking down complex situations into essential and manageable pieces is useful for almost everyone, and crucial for working physicists. This distillation allows the laws of physics to be applied to specific problems, and a well-organized report of the solution to be created.

3. Measurement making. Although physicists hope the laws of physics are “mathematically, philosophically and esthetically complete,” their key utility follows from careful and successful comparison with experiment. This builds confidence in the predictive power of physics.

## Physics Courses

### *PHYS 101: Astronomy: The Dynamic Universe*

The universe is constantly changing. Scientific cosmology looks across vast expanses of time and space to understand that aspect of the universe: its beginnings, its development and its possible fate(s). This course covers concepts such as the Big Bang, inflation, gravity waves, 4-dimensional space-time, dark matter, dark energy, and multiverses. This course is intended for non-science majors. No prerequisites (This course satisfies Natural Science.)

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### *PHYS 102: Astronomy: Stars and Galaxies*

Stars and their aggregate galaxies play pivotal roles in the universe and in astronomers' understanding of the universe. Shining stars are the energy source that drives much of the change in the universe. This course focuses on the origin and life cycle of stars and galaxies. Observing sessions are planned, weather permitting, during some of the evening class meetings. This course is intended for non-science majors. No prerequisites. (This course satisfies Natural Science.)

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### *PHYS 103: Astronomy: Planetary Systems*

By studying the planets in our solar system, astrophysicists gain knowledge about the formation of Earth and its neighbors and also distant exoplanets in other star systems. This course covers topics such as the discovery and the nature of the solar system's planets and dwarf planets, the habitability of planets and their moons, and exoplanets, as well as the use of telescopes in

planetary observation. Observing sessions are planned, weather permitting, during some of the evening class meetings. This course is intended for non-science majors. No prerequisites. (This course satisfies Natural Science.)

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*PHYS 106: Light, Sound, and Waves*

The behavior of waves, including water, sound, radio, and light. Optics of lenses and mirrors. Lasers and holography. Musical instruments. Three hours of lecture per week; no laboratory. No prerequisites. (This course satisfies Natural Science.)

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*PHYS 107: Chance, Fate and Law*

The development of ideas about causality, space, and time and the three revolutions that have changed these concepts: Newton's classical mechanics, Einstein's theory of relativity, and Heisenberg's uncertainty relation. The first two support, whereas the third undermines, the belief that every event is determined to be the way it is by a rigid network of cause and effect. Three hours of lecture per week; no laboratory. No prerequisites. (This course satisfies Natural Science.)

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*PHYS 109: Astronomy*

The solar system and planetary motion, the nature and evolution of stars, star clusters, and galaxies, and the structure and origin of the universe. Three hours of lecture and two hours of laboratory per week. No prerequisites. (This course satisfies Natural Science.)

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*PHYS 110: Introductory Physics I*

The first half of elementary physics without calculus. Kinematics and Newton's laws of motion for translations and rotations. Conservation principles of energy, momentum, and angular momentum. Oscillations and waves. Three hours of lecture and one laboratory per week. Uses algebra and trigonometry. (Credit may not be earned in both Physics 110 and 120.) (This course satisfies Natural Science.)

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*PHYS 111: Introductory Physics II*

The second half of elementary physics without calculus. Charge and electric fields; current and magnetic fields. Flux and potential. Circuit elements. Electromagnetic waves. Geometric and wave optics. Three hours of lecture and one laboratory per week. Prerequisite: Physics 110. (Credit may not be earned in both Physics 111 and 121.) (This course satisfies Natural Science.)

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*PHYS 120: General Physics I*

The first half of elementary physics using calculus. This is the most appropriate first course for students majoring in the physical sciences. Kinematics and Newton's laws of motion for translations and rotations. Conservation principles for energy, momentum, and angular momentum. Oscillations and waves. Three hours of lecture and one laboratory per week. Prerequisite or corequisite: Mathematics 110. (Credit may not be earned in both Physics 120 and 110.) (This course satisfies Natural Science.)

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*PHYS 121: General Physics II*

The second half of elementary physics using calculus. This is the most appropriate second course for students majoring in the physical sciences.



Charge and electric fields; current and magnetic fields. Flux and potential. Circuit elements. Electromagnetic waves. Geometric and wave optics. Three hours of lecture and one laboratory per week. Prerequisite: Physics 120. Prerequisite or corequisite: Mathematics 111. (Credit may not be earned in both Physics 121 and 111.) (This course satisfies Natural Science.)

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*PHYS 210: Modern Physics*

Introduction to the special theory of relativity and the elements of quantum theory. Theoretical and experimental investigations of atomic, nuclear, and particle physics. Atomic spectra, X-ray spectra, Compton scattering, nuclear counting techniques, half-life measurements, and neutron activation. Three hours of lecture and one laboratory per week. Prerequisites: Physics 121 (or 111) and Mathematics 111 or permission of the instructor. (This course satisfies Natural Science and Technology Intensive.)

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*PHYS 240: Electronics*

Methods of circuit analysis. Transistors, diodes, integrated circuits, and their application in electronic circuits. Amplifiers, oscillators, logic circuits, and computing circuits. Electronic instruments and measurements. Three hours of lecture and one laboratory per week. Prerequisites: Physics 121 (or 111) and Mathematics 111 or permission of the instructor. (Offered in alternate years.) (This course satisfies Natural Science and Technology Intensive.)

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*PHYS 250: Analytical Mechanics*

The study of classical mechanics using mathematics at an intermediate level. Mechanics of single particles, systems of particles, gravity and planetary motion, rigid bodies, vibrations, and non-inertial reference frames. Four hours

of lecture per week. Prerequisite: Physics 120 (or 110) and Mathematics 210. (This course satisfies Natural Science.)

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*PHYS 260: Optics*

Geometric and wave optics at an intermediate level. Topics include interference, diffraction, scattering, polarization, and absorption. Matrix methods. Applications of lasers. Three hours of lecture and one laboratory per week. Prerequisite: Physics 121 (or 111) and Mathematics 111. (Offered in alternate years.) (This course satisfies Natural Science and Technology Intensive.)

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*PHYS 310: Electricity & Magnetism I*

Electrostatics and magnetostatics. Specific problems involve the electric fields and potentials from constant arrangements of charge, the behavior of dielectric materials, the magnetic fields from steady currents, and the nature of magnetic materials. Four hours of lecture per week. Prerequisites: Physics 121 (or 111), 250, and Mathematics 210. (Offered in alternate years.)

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*PHYS 311: Electricity & Magnetism II*

Electrodynamics: the transport of energy and momentum by electromagnetic fields. The complete forms of Maxwell's equations are used to describe electromagnetic waves in vacuum and in linear or conducting materials, and to calculate the energy radiated from accelerating charges. An advanced treatment of the Special Theory of Relativity may be a concluding topic. Three hours of lecture and one laboratory per week. Prerequisite: Physics 310 and Mathematics 210. (Offered in alternate years.) (This course satisfies Experiential Learning and Technology Intensive.)

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*PHYS 320: Mathematical Methods*

Applied mathematics for scientists. Topics typically include series approximations to functions, matrices and eigenvectors, vector analysis, special functions, ordinary and partial differential equations, orthogonal polynomials, asymptotic techniques, boundary value problems, and numerical methods. Four hours of lecture per week. Prerequisites: Physics 121 (or 111) and Mathematics 210. May be taken as a tutorial.  
cross listed: MATH 320

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*PHYS 330: Thermodynamics*

The fundamental ideas of temperature, heat, entropy, and equilibrium; the laws of thermodynamics. Macroscopic, phenomenological approach to thermodynamics, followed by the microscopic, statistical description. Kinetic theory. Applications to gases, solids, and chemical systems. Four hours of lecture per week. Prerequisites: Physics 210 and Mathematics 210 or permission of the instructor. (Offered in alternate years.)

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*PHYS 410: Advanced Analytical Mechanics*

Emphasis on using generalized coordinates and the Principle of Least Action. Newtonian, Lagrangian, Hamiltonian, and Hamilton-Jacobi formulations of mechanics. Four hours of lecture per week. Prerequisites: Physics 250 and Mathematics 210. May be taken as a tutorial.

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*PHYS 420: Quantum Mechanics I*

Formal development of the quantum theory. The theory is applied to simple systems for which exact solutions are known. These include single-electron atoms, harmonic oscillators, and systems with intrinsic spin. Four hours of lecture per week. Prerequisites: Physics 210 and 250 and Mathematics 210. (Offered in alternate years.)

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*PHYS 421: Quantum Mechanics II*

Applications of the quantum theory. Approximation methods, such as perturbation theory, variational techniques, and numerical methods allow the quantum theory to be used for complex systems. Examples are multi-electron atoms, atoms in external electromagnetic fields, molecules, and solids. Four hours of lecture per week. Prerequisites: Physics 420 and Mathematics 210. (Offered in alternate years.)

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*PHYS 480: Experimental Methods*

Seminar on techniques that illustrate principles and methods of contemporary physics. Typical experiments are subatomic resonance (This course satisfies Experiential Learning and Speaking Intensive.)

# Politics and International Relations

## Faculty

*Jim Marquardt*

Professor of Politics  
Chair of Politics and International Studies

*Stephanie Caparelli*

Assistant Professor of Politics

*Ajar Chekirova*

Assistant Professor of Politics

*Zachary Cook*

Assistant Professor of Politics

*Diana Dávila Gordillo*

Assistant Professor of Politics

*Chad McCracken*

Assistant Professor of Philosophy and Politics

*Siobhan Moroney*

Associate Professor of Politics

*Evan Oxman*

Associate Professor of Politics

Majors and Minors in Politics and International Relations

The Department of Politics and International Relations is a joint department that offers 2 majors and 2 minors –a major and minor in Politics, and a major and minor in International Relations.

The Majors and Minors in Politics and International Relations were redesigned in 2021. The new requirements will apply to all students who matriculate in Fall Semester 2021 and thereafter (see College Catalog pdf archives for major and minor requirements before Fall 2021).

Effective for those entering the College in Fall 2021, students cannot double major, major and minor, or double minor within the Department of Politics and International Relations.

### **Politics and International Relations Senior Thesis Requirements**

*Requirements for the Politics Major:*

Politics majors must take a minimum of 10 Politics courses.

- Four core courses, taken in any order:
  - Politics 110: Introduction to Global Politics or Politics 140: Introduction to Comparative Politics
  - Politics 120: Introduction to American Politics
  - Politics 130: Great Political Ideas
  - Politics 200: Methods of Political Research
- Five elective courses in Politics (POLS), at least three of which must be at the 300-level or above
- Senior Studies Requirement:
  - Senior Seminar (The International Relations senior seminar can be substituted) or
  - Senior Research Project or
  - Senior Thesis ([Requirements for Senior Thesis](#))

To graduate with a major in Politics, students must earn a C average (GPA 2.0) across all courses earned for letter grades counted towards the major. Up to two course grades of “P” Pass will be counted toward the major in Politics, with the exception that senior studies requirement (senior seminar, senior

research project, or senior thesis) may not be earned on a Pass-NoPass basis.

*Requirements for the Politics Minor:*

Politics minors must take a minimum of 6 Politics courses.

- Two of the following four courses:
  - Politics 110: Introduction to Global Politics
  - Politics 120: Introduction to American Politics
  - Politics 130: Great Political Ideas
  - Politics 140: Introduction to Comparative Politics
- Four elective courses in Politics (POLs), at least two of which must be at the 300-level or above

Students must maintain a 2.0 GPA in the Politics minor. There are no restrictions on Pass-NoPass courses in the Politics minor.

*Requirements for the International Relations Major:*

International Relations majors must take a minimum of 11 courses.

- Three foundations courses, taken in any order:
  - International Relations 110: Principles of Economics or International Relations 160: Introduction to Sociology and Anthropology
  - International Relations 130: Introduction to Comparative Politics
  - International Relations 140: Introduction to Global Politics
- One theory course
  - International Relations 245: Theories of International Relations
- One methods course

- International Relations 249: Methods of Political Research (or acceptance of alternative methods course by appeal to Department Chairperson)
- One history course
  - International Relations 220: Europe 1715-1890 or
  - International Relations 221: Europe in the Twentieth Century or
  - International Relations 234: Modern East Asia
- Four elective courses, at least three of which must be at the 300-level or above
  - Three international relations courses (240-259 and 340-359)
  - One non-international relations course from the Forester Fundamental Curriculum - Global Perspectives category at the 200 or 300 level (a 200-level modern language course does not count)
- Senior Studies Requirement
  - Senior Seminar or
  - Senior Research Project or
  - Senior Thesis ([Requirements for Senior Thesis](#))
- Language competency
  - In addition to the eleven-course curriculum in International Relations, IREL majors shall demonstrate proficiency in a language other than English. This requirement may be satisfied with one culture-oriented modern language course at the 300-level of instruction taught in a language other than English. Students whose native language is not English may have this requirement waived if they take and pass an oral and written examination in their native language. The Politics and International Relations Department Chairperson shall arrange these special examinations and has the sole authority to waive this requirement.



To graduate with a major in International Relations, students must maintain a C (2.0) average across all courses earned for letter grades counted towards the major. In addition, they must also obtain the grade of C (2.0) or better in one 300-level language course. One course grade of "P" Pass will be counted toward the major in International Relations, with the exception that senior studies requirement (senior seminar, senior research project, or senior thesis) may not be earned on a Pass-NoPass basis.

*Requirements for the International Relations Minor:*

International Relations minors must take a minimum of 8 courses in two parts. Students must maintain a C average in courses taken to fulfill the IREL minor requirements. There are no restrictions on Pass-NoPass courses in the minor.

Part 1

### **CORE COURSES (4)**

- International Relations 110: Principles of Economics or International Relations 160: Introduction to Sociology and Anthropology
- International Relations 130: Introduction to Comparative Politics
- International Relations 140: Introduction to Global Politics
- International Relations 245: Theories of International Relations

Part 2

### **Option A**

- Four elective courses (with two at the 300-level or above):
  - Two international relations courses (240-259 and 340-359)
  - Two non-international relations courses from the Forester Fundamental Curriculum - Global Perspectives category

### **Option B**

- Two elective courses (with one at the 300-level or above):
  - One international relations course (240-259 and 340-359)
  - One non-international relations course from the Forester Fundamental Curriculum - Global Perspectives category
- Two modern language courses (taught in the same non-English language) at the 200-level or above

Students must maintain a 2.0 GPA in the International Relations minor. There are no restrictions on Pass-NoPass courses in the International Relations minor.

#### Transfer and Advanced Placement (AP) Credits

Courses transferred from other colleges and universities may be substituted for Lake Forest College courses in politics and international relations after consultation with a student's advisor and with the permission of the Chairperson of the Department of Politics and International Relations. The Department of Politics and International Relations gives automatic credit for Politics 140 to any student who scores a 4 or 5 on the Comparative Politics Advanced Placement (AP) Exam, and credit for Politics 120 to any student who scores a 4 or 5 on the United States Politics Advanced Placement (AP) Exam.

#### Learning Outcomes

1. A student graduating with a bachelor's degree in politics from Lake Forest College shall demonstrate proficiency in the subfield of American politics and public law – including principal research questions, concepts, theories and approaches.
2. A student graduating with a bachelor's degree in politics from Lake Forest College shall demonstrate proficiency in the subfield of comparative politics – including principal research questions, concepts, theories and approaches.
3. A student graduating with a bachelor's degree in politics from Lake Forest College shall demonstrate proficiency in the subfield of international relations – including principal research questions, concepts, theories and approaches.

4. A student graduating with a bachelor's degree in politics from Lake Forest College shall demonstrate proficiency in the subfield of political theory – including principal research questions, concepts, theories and approaches.
5. A student graduating with a bachelor's degree in politics from Lake Forest College shall demonstrate proficiency in the methods of political science research.
6. A student graduating with a bachelor's degree in politics from Lake Forest College shall demonstrate critical thinking and analysis skills.
7. A student graduating with a bachelor's degree in politics from Lake Forest College shall demonstrate competency in research and writing in the political science discipline.
8. A student graduating with a bachelor's degree in politics from Lake Forest College shall have general competency in the political science discipline.

### **Learning Outcomes**

The expected Student Learning Outcomes for the International Relations Program are:

1. A student graduating with a bachelor's degree in international relations from Lake Forest College shall have competency in a foreign language. Competency means the successful completion of at least one language course at the 300 Level of instruction. An IR major shall also briefly describe how the study of a foreign language complements the student's study of international relations.
2. A student graduating with a bachelor's degree in international relations from Lake Forest College shall have proficiency in the major theoretical traditions of the study of international relations and politics research methods; the various inter-disciplinary fields of international relations, in particular sociology and anthropology, economics, history, international politics, and current global affairs.
3. Drawing upon written work carried out in any of the five Elective Courses and the Senior Studies requirement, a student graduating with a bachelor's

degree in international relations from Lake Forest College shall demonstrate critical thinking, analytical reasoning, and writing and research skills.

## **Politics Courses**

### *POLS 110: Introduction to Global Politics*

This course studies political behavior globally, involving countries, intergovernmental and non-governmental organizations, and other international actors. It introduces students to the analytical tools – concepts, models, and theories – scholars use to explain and understand global phenomenon past and present, such as war and peace, weapons proliferation, trade and development, international law, the environment, human rights, migration, and public health. (This course satisfies Social Science and Global Perspective.)

cross listed: IREL 140

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### *POLS 120: Introduction to American Politics*

Origins of the American political system, basic institutions, political parties and interest groups, and evolution of constitutional interpretation. No prerequisites. (This course satisfies Social Science.)

cross listed: AMER 119

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### *POLS 130: Great Political Ideas*

What is a person's place within a larger community? How ought we to organize our societies to create peace and/or justice? These are the fundamental questions political theorists ask. This course is an introduction to basic concepts of political thought, as well as a review of some major thinkers in political theory, both ancient and modern. Emphasis is on learning to read theoretical texts and interpreting them. Course readings are likely to include

works by Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Tocqueville, Marx, Mill, and others. No prerequisites. (This course satisfies Humanities.)

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*POLS 140: Intro to Comparative Politics*

This course is an introduction to the main concepts and theories of comparative politics. Students explore central questions of comparative politics research, such as: do variations in political institutions (constitutions, elections, parties, and party systems) matter and why? What are the different ways in which citizens participate in politics and how has it changed over time? What are the key differences between democratic and authoritarian regimes and how a country may transition from one to another? In addition, students also learn about fundamental principles and methods of comparative political analysis. Lastly, case studies of different countries around the globe help students apply abstract theories, concepts, and methods and thereby develop strong analytical and critical thinking skills. (This course satisfies Social Science and Global Perspective.)

cross listed: IREL 130

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*POLS 150: Public Policy Studies*

This course focuses on how public officials address policy problems, and why they select the solutions they do. We examine the public policymaking process, paying particular attention to the role played by political actors (elected officials, interest groups, governmental agencies) seeking to influence the tone and direction of policy. Attention will also be paid to how particular policy issues and problems gain (or fail to gain) the public's attention, including the role that political elites and the media play in agenda setting. Finally, the course assesses the effects of public policies on citizens' lives. In doing so, students will assume the role of "policy analyst," learning how to write briefs in which they evaluate various policy reforms. In sum, students will gain the necessary tools to systematically assess when a public policy is achieving its desired goals and whether it is being implemented effectively and efficiently. No prerequisites. (This course satisfies Social

Science.)  
cross listed: PPCY 150

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*POLS 200: Methods of Political Research*

This course introduces students to the nuts and bolts of systematic political science research. Students learn how to construct a research question - and develop and test hypotheses. Students apply concepts and strategies learned in class to develop their own research design. The course will also expose students to: basic quantitative and qualitative skills for the purposes of describing and explaining political phenomena, and the analysis of data on issues in American and global politics. Prerequisite: Politics or International Relations major, or consent of instructor. (This course satisfies Quantitative Reasoning.)

cross listed: IREL 249

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*POLS 209: The Post-Communist World*

This course familiarizes students with the politics of communist and post-communist states focusing on Russia, Eastern Europe, Central Asia, and China, although other regions also are routinely included in the discussion. We begin with an overview of the origins and development of communism in the Soviet Union, Eastern Europe, and China. Then we examine and analyze the profound political, economic, and social changes in the former communist societies. Specifically, we explore economic transition from planned to market economy, democratization and persistence of authoritarianism, as well as nationalism and conflict. After taking the course, students are expected to understand the emergence and collapse of communism and political dynamics of post-communist transition, as well as to be able to identify key challenges facing post-communist states and critically evaluate their prospects for democratization. No prerequisites. (This course satisfies Social Science and Global Perspective.)

cross listed: ASIA 209, IREL 252

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*POLS 210: Politics of Europe*

This course is a survey of the domestic political institutions, cultures, and economies of select European countries, as well as the major public policy issues facing the advanced industrial democracies of Western Europe, the new democracies of Central and Eastern Europe, and the continent's last autocracies (e.g., Russia). Some consideration is also given to pan-European governance, such as the European Union (EU) and the European Court of Human Rights. No prerequisites. (This course satisfies Social Science and Global Perspective.)

cross listed: IREL 250

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*POLS 211: Politics of India*

This course introduces students to Indian politics, with special emphasis on the 1948 independence to contemporary times. Nation building, political leadership, and the Indian nation-state as an ensemble of diversities and pluralities within a democratic framework are key frameworks. Relevant topics include India's political parties and alliances, economic development, ethnic and caste politics, secularism, and India's role on the global stage. No prerequisites. (This course satisfies Social Science and Global Perspective.)

cross listed: ASIA 207

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*POLS 213: Women, Institutions, and Politics*

This course focuses on women's presence in politics. The number of women in positions of power in legislatures and beyond has increased in recent years. As these numbers grow, the career longevity of women in politics is not growing accordingly. Most women end their careers after a single period in the legislature or other offices. Women, it seems, are becoming the constant newcomers. This course hence puts particular emphasis in understanding the

barriers women face in gaining access and maintaining their presence in positions of political power in public and private institutions in the American and global contexts. No prerequisites. (This course satisfies Social Science and Global Perspective.)  
cross listed: GSWS 213

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*POLS 214: Populism*

Populism is a political ideology that claims society is comprised of two antagonistic groups. The "elite" include career government officials, the media, and the very wealthy who command political power and use it to their advantage. By contrast, "the people," who are law-abiding and hard-working citizens struggling to make ends meet, are essentially powerless and therefore ruled over and manipulated by an elite-controlled, out-of-touch government. Often associated with other ideologies, such as socialism, liberalism, and nationalism, populism advocates the empowerment of the people, whose righteousness will democratize politics and redirect the institutions of the state to serve the "general will." In addition to exploring populism's core tenets from an ideational perspective, this course surveys core themes of populism that are found in the various sub-fields of political science (theory, American politics, comparative politics, and international relations). By doing so, it also considers populism's impact on politics and government within liberal democratic countries – developed, post-communist, and developing, as well as these countries' external relations. It also considers political reforms these countries might pursue to meet populism's challenge to liberal democracy. No prerequisites. (This course satisfies Social Science and Global Perspective.)  
cross listed: IREL 276

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*POLS 215: China and the World*

How has the dramatic rise of China reshaped global politics? How has Chinese foreign policy changed since the establishment of the People's Republic of China (PRC)? This course examines China's evolving



understanding of its relationship with the international system and the domestic and global factors that drive Chinese foreign policy. We explore China's growing influence in addressing global governance challenges, such as climate change; China's participation in major international institutions; and China's key bilateral relationships with entities like the United States, Russia, ASEAN, and India. (This course satisfies Social Science and Global Perspective.)

cross listed: IREL 255, ASIA 221

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*POLS 218: Politics of Russia*

The course will investigate the domestic political processes, institutions, and economies of the Russian Federation and the other states in the post-Soviet Union. Additionally, the course examines Russia's foreign policy, paying close attention to the Russian Federation's actions toward its close neighbors.

Prerequisites: POLS 110 or permission of instructor. (This course satisfies Social Science and Global Perspective.)

cross listed: IREL 251

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*POLS 219: Politics of Latin America*

An introduction to politics and social change in Latin America. Study will focus on several Latin American countries and on special topics such as human rights, religion, the military, land reform, women, and population policy. No prerequisites. (This course satisfies Social Science and Global Perspective.)

cross listed: LNAM 219, IREL 259

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*POLS 220: Political Parties*

American parties, pressure groups, and electoral problems. (This course satisfies Social Science.)

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*POLS 221: The Presidency*

The president is the symbolic leader of the federal government but, compared to Congress, the framers of the U.S. Constitution intended the executive to be the weaker branch of the national government. This course examines the growth and accumulation of presidential power and the implications of a strong executive for domestic politics and America's foreign relations. It also considers relations between the institution of the presidency and the courts, the media, and the people. No prerequisites. (This course satisfies Social Science.)

cross listed: AMER 221

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*POLS 222: Congress*

A glance at the enumerated powers granted the legislative branch under the U.S. Constitution suggests Congress is the strongest of the three branches of the national government. Yet the power of Congress is divided between two chambers, and the vast majority of legislation proposed in either chamber never becomes law. Congress is supposed to represent the interests of the people of the various states - and yet its public standing is nowadays at an historic low. This course examines the basic operations, structure, power dynamics, and politics of the U.S. House of Representatives and the Senate. It also considers the rivalry and relationship between Congress and the President. No prerequisites. (This course satisfies Social Science.)

cross listed: AMER 222

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*POLS 223: LGBTQ Politics*

This course explores the evolution of LGBTQ political movements and LGBTQ rights in the United States. It examines a variety of LGBTQ political issues at both the state and national level. Students learn how different political

institutions have shaped LGBTQ rights in the United States and what tools and strategies the LGBTQ community has utilized when advocating for their rights. No prerequisites. (This course satisfies Social Science and Domestic Pluralism.)

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*POLS 224: Mass Media and US Politics*

An analysis of the influence of the mass media on American political institutions and American attitudes. Topics include First Amendment issues, political campaigns, political movements, public opinion, advertising, and entertainment. (This course satisfies Social Science.)  
cross listed: AMER 225

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*POLS 225: Influence and Interest Groups*

Organized interests shape American campaigns and candidates, citizen attitudes, and policy at every level of government; the power of these groups lies in their numbers, their dollars and their organization. This course introduces the intellectual traditions and debates that have characterized the study of interest groups and their influence on public policy, political opinion, and political actors, and will compare theory to practice in the American political experience. (This course satisfies Social Science.)  
cross listed: AMER 242

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*POLS 227: Campaigns and Elections*

This course examines the nomination procedures and election of political candidates focusing on Congressional & Presidential campaigns. Specifically, we will study the role of political parties, interest groups, race, gender, public opinion, the media, and electoral reform in political campaigns and elections. (This course satisfies Social Science.)

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*POLS 228: Voting Rights*

Constitutional protection of voting rights has been slow and highly contested. In this course, we survey the quest for voting rights, with particular emphasis on historically excluded demographic groups. The course covers Supreme court decisions, civil rights activism culminating in the 1965 Voting Rights Act, and recent court decisions and ongoing voting disenfranchisement and dilution efforts, including voter ID laws and laws prohibiting felons and returning citizens from voting, and gerrymandering. No prerequisites. (This course satisfies Social Science and Domestic Pluralism.)

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*POLS 229: 100 Years of Women's Suffrage*

In the past 100 years, following the passage of women's suffrage with the 19th Amendment, women have played vital roles in all levels of the American political landscape. This course explores the origins of the women's movement and how suffrage came to pass. It also looks at how women's political movements have evolved following suffrage, and how this milestone has paved the way for future advancement of women's rights. (This course satisfies Social Science and Domestic Pluralism.)

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*POLS 230: Religion and Politics*

This course examines the complex social, historical, and intellectual forces that impact the interrelationships between religion and politics. We explore tensions, collaborations, and conflicts between religious and political institutions and actors within the global contexts of two or more regions of the world outside of the United States, such as South, East, and Central Asia, Africa, Eastern and Western Europe, and the Americas. We examine how in specific contexts and pivotal moments in time, individuals and groups interpret major political, religious, and scriptural texts, studies of humanism, letters,

poems, and sermons. We look to connections between concepts such as faith and revelation, the role of religion in the public square, and reflections on republicanism and tyranny. Students participate in historical role-playing games, which use an innovative methodology called Reacting to the Past. Researching and articulating opinions of historical characters, students practice public speaking, learning to connect with their audiences and express themselves with clarity, precision, and force. No prerequisites. (This course satisfies Global Perspective and Speaking Intensive.)  
cross listed: RELG 230, IREL 267

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*POLS 233: Chicago Politics*

This course is an introduction to Chicago politics. We will focus on contemporary relationships among business, labor, environmentalists, and other social groups, including those groups based on ethnicity, race, and sexual identity. We will examine the mobilization of and current relations between major political players and interest groups. Students will also explore important historical elements of Chicago politics such as the Daley family and the rise of the Democratic Machine or the election of Harold Washington and the ensuing 'council wars.' (This course satisfies Social Science.)

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*POLS 234: Urban Politics*

This course examines problems of political and social organization in central cities. Topics include political machines, mayors, public policy issues, race & politics, and racial coalition politics. (Not open to students who have completed POLS 223.) (This course satisfies Social Science and Domestic Pluralism.)

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*POLS 236: Religion and Politics in the USA*

This course focuses on the ways religion has been a source of political division and unity in America. Polls indicate that America is, by far, the most religious of industrial democracies and that our contentious political debates are, in large part, due to the religious dimensions of morally evocative issues like abortion and gay marriage, and the firm positions of such constituencies as the Christian Right and new Religious Left. Historically, public debates concerning abolition, suffrage, and temperance drew on scholarly and legal interpretations of the Constitutional promise of both religious freedom and the separation of church and state. We examine the role of religion in the founding of the American republic, and in contemporary political movements such as Black Lives Matter, the Federation for Immigration Reform, and 21st century civil rights organizations, which address issues including prison reform, the environment, and the 2020 U.S. Presidential election. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: RELG 236, AMER 220

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*POLS 237: Environmental Politics and Policy*

Despite arguably leading the world in implementing environmental(ist) policies in the 1960s and 1970s, in 2022 the United States ranked just 43rd worldwide (of 180 nations) according to Yale's Environmental Performance Index. Seeking answers for how and why this came to be, this course focuses on the United States' historical record of environmental policymaking—not just from the 1960s to the present, but from the origins of environmental policymaking and values present at the country's founding through the emergence of the “modern” environmental movement in the post-World War II era that led to the raft of legislation we have today. Explanations for environmental policy outcomes are sought, including through an examination of how policies have been developed and implemented at the national, state, and local levels. Special attention is paid to case studies which illustrate how a variety of actors—including legislators, administrators, scientists, civil society, and the private sector—have shaped and continue to shape the environment in which we live. (This course satisfies Social Science.)  
cross listed: ES 236

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*POLS 238: Cybercrime and (White Hat) Hacking*

This course is an introduction to computer security and related issues such as privacy, democracy, and cybercrime. We cover the fundamental concepts of computer and network security using real-world examples. Subjects include the history of information technology from a legal perspective, current U.S. law concerning the internet, computer crime, and privacy and security protections. Attention is given to the major events in the history of computer hacking from the 1960s to today. Students engage in discussions on diverse topics such as the ethics and legality of computer hacking, the costs of data breaches and cybersecurity techniques. These concepts are illustrated with readings such as narratives, current laws, and court cases, technical articles, and sample computer code. No prerequisites. (This course satisfies Social Science and Global Perspective.)

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*POLS 240: United States Foreign Policy*

Students in this course explore the domestic and international factors that have shaped the foreign policy of the United States since the end of the Cold War, and especially over the past decade. Students study the major ideologies shaping contemporary debates about the national interests of the U.S. and the country's role abroad, the models of foreign policy decision-making, and the workings of core policymaking institutions - the White House, executive branch departments and agencies, Congress, and civil society - on matters of war and peace, trade and foreign assistance, human rights and humanitarian affairs, and the environment. (This course satisfies Social Science.)

cross listed: AMER 241, IREL 240

*POLS 241: Global Issues*

This course surveys contemporary global issues in security, economic, humanitarian, and environmental affairs. In depth case studies include the Russia-Ukraine war; China-Taiwan relations; Iran and North Korea's nuclear weapons programs; the US-China trade war and the global trend toward trade protectionism; human migration; international negotiations and treaties addressing global environmental problems like climate change, species diversity and loss, and plastic pollution; and the Covid-19 pandemic. No prerequisites. (This course satisfies Global Perspective.)  
cross listed: IREL 241

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*POLS 242: Politics of the Global South*

This course introduces students to contemporary political, economic, and social issues in Asia, Latin America, the Middle East and North Africa, and Sub-Saharan Africa - regions of the world that are referred to collectively as the Global South. Students survey major relevant theoretical approaches in comparative politics and situate non-Western states in global political, economic, and social context. Students also explore specific topics, such as democratization, nationalism, state-building, and civil society. (This course satisfies Social Science and Global Perspective.)  
cross listed: IREL 242

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*POLS 243: Fake News, Free Speech*

(Fake News, Free Speech and Foreign Influence in American Democracy.)  
This course focuses on contemporary issues facing public discourse in the United States and explores the dangers inherent in online content. We discuss such questions as: What are the strengths and weaknesses of using internet technology to organize people? How do social media platforms and their ad-driven algorithms bias our worldview? How are democratic elections and mass protests shaped by your unique news feeds? A constitutional perspective on freedom of speech and the press is presented. Substantive



topics include analysis of online social movements, legal analysis of federal regulation of social media, federal election law, foreign interference in national politics, and a technical review of social media platforms. No prerequisites. (This course satisfies Social Science.)

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*POLS 245: Global IR Theory*

In this course, students survey the major theoretical models and concepts associated with the study of international relations in the West and other regions of the world for the purpose of analyzing and thinking critically about contemporary international political issues. Prerequisite/Corequisite: POLS 110 or POLS 140. (This course satisfies Social Science and Global Perspective.)

cross listed: IREL 245

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*POLS 247: Transnational Social Movements*

This course examines the emergence, evolution, and impact of transnational social movements, in which activists mobilize across national boundaries to effect global change. It explores the interaction of transnational social movements with other global actors, such as states and international organizations; the ways in which social media, technology, and globalization have changed the methods of organizing and efficacy of these movements; and the impact of these movements on global norms. We assess a wide variety of cases, such as #MeToo, human rights in Argentina, the anti-whaling movement, and transnational peace movements. No prerequisites. (This course satisfies Social Science and Global Perspective.)

cross listed: IREL 247

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*POLS 250: American Political Thought*

This course surveys American political thought from the colonial era to the present. Readings will be drawn nearly exclusively from primary source material, including the writings of philosophers, novelists, activists, and politicians. We will pay careful attention to conceptualizations of freedom, equality, constitutionalism, and legitimate resistance, particularly as they relate to questions of national identity. There are no prerequisites, but either POLS 120 or a previous course in political theory is encouraged. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: AMER 260

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*POLS 251: Family Structure & Political Theory*

Sexuality, child rearing, marriage, and family construction are crucial issues to political theorists, especially since the family is the fundamental social unit. Through an examination of traditional political theorists, this course explores the treatment of these issues, and how they affect other, more established political problems such as citizenship, property, and community. Current legal and practical problems involving families inform and illuminate our perusal of political theorists' approach to the relationship between the private family and the state. POLS 130 is recommended but not required. (This course satisfies Humanities.)  
cross listed: GSWS 251

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*POLS 252: Education and Political Power*

Societies and their philosophers have been devoting attention to what and how and by whom children and young adults should be taught since Plato wrote the Republic over 2,000 years ago. Today's debates over feminism, traditionalism, ethnocentrism, religion, etc., in education merely echo what has come before. Past thinkers asked two essential questions: Which members of society should be educated and what do they need to know? Readings include those by Plato, Aristotle, Machiavelli, Locke, Rousseau, Dubois,

Washington, Dewey, and others. Prerequisite: POLS 130 is recommended but not required. (This course satisfies Humanities.)

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*POLS 253: Conservative Political Thought*

What unites conservatives? What is it that needs to be “conserved?” In this course, we will pursue these and related questions by reading works from various authors who are widely considered exemplars of conservative political theorizing from the Enlightenment to the present day. In the last part of the course, we will turn our attention to the contemporary American conservative movement and assess its philosophical coherence. No Prerequisites. (This course satisfies Humanities.)

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*POLS 254: Ethics and Public Policy*

This course examines the philosophical and ethical foundations of various controversies that arise in the development and application of contemporary public policy. After surveying a wide range of classic ethical theories and perspectives, students apply these to a variety of sometimes vexing and challenging questions in public policy. These questions include: Are certain taxation schemes fairer than others? To what extent can states limit immigration? Is the regulation and/or limitation of abortion permissible? Is affirmative action ethically sound? More than anything, students gain the conceptual tools and frameworks to develop their own independent critically informed answers to these and other questions. (This course satisfies Social Science.)

cross listed: PPCY 254

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*POLS 255: Civil Disobedience*

(Civil Disobedience and Political Obligation.) Sometimes the obligation to obey society conflicts with other obligations: to family, to God, to justice. Dual loyalties bring crises, to both the individual and society. This course will explore these crises historically and theoretically. When individuals commit civil disobedience, when they purposely and publicly break a law they think is immoral or unjust, how should society react? Is there a minimum of obligation that can be demanded? Can civil disobedience be justified? How have such actions brought about political and social change? Our course explores these questions through traditional literature of Plato, Shakespeare, Locke, Thoreau, Gandhi, Mandela, King, and Malcolm X, and some social movements, such as the anti-apartheid movement in South Africa, the civil rights movement in the United States, and contemporary protests and civil actions. No prerequisites. (This course satisfies Humanities.)

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*POLS 260: Introduction to Legal Studies*

Questions of law and justice reflect our most basic human values, drawing on ancient religious and humanistic traditions but adaptable to a modern, post-enlightenment world. This introductory course provides an interdisciplinary curriculum by which students explore the different ways that society uses legal ideas, policies, institutions and processes to pursue justice, order and the allocation of property rights. No prerequisites. (This course satisfies Social Science.)

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*POLS 261: American Constitutional Law*

This course examines the major constitutional themes of judicial review, federalism, separation of powers, the commerce power, due process rights, and equal protection under the law. Students read U.S. Supreme Court cases in order to analyze and understand the allocation of government power. Prerequisite: POLS 120 or permission of instructor. (This course satisfies

Social Science.)  
cross listed: AMER 259

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*POLS 262: American Jurisprudence*

(Jurisprudence: Philosophy of American Law) Students examine the ways Americans have conceptualized and theorized about the law from the time of the Founding to the present day. Topics to be covered include natural law versus legal positivism; the relationships among law, politics, economics, and society; and debates over constitutional and statutory interpretation, the proper role of judges in a democracy, and the relationship between domestic and international law. There are no prerequisites, but either POLS 120 or a previous course in political theory is encouraged. (This course satisfies Humanities and Writing Intensive.)  
cross listed: AMER 265

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*POLS 265: Immigration Law and Policy*

This course provides an in-depth understanding of our current U.S. immigration regime using a multi-disciplinary approach. It explores the range of policy issues affecting today's immigrants and nonimmigrants. The course examines the fundamental principles of immigration law in the context of competing interests among Congress, the President, and the Judiciary that shape this nation's current immigration policy and affect reform efforts. Additionally, the course focuses on the human rights aspect of immigration, including issues related to the treatment of undocumented immigrants, human trafficking, and the system's response to the recent influx of refugees and asylum seekers. No prerequisites. (This course satisfies Social Science and Domestic Pluralism.)  
cross listed: AMER 277

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*POLS 266: The Judiciary*

This is an examination of the federal court system, focusing on the United States Supreme Court. Students will study the constitutional beginnings of the federal judicial branch and its position vis a vis the two other branches of government. We will examine the history of the United States Supreme Court, the politics of presidential appointment of judges, selected case law over the course of the Court's history and its impact, personalities on the Court and the Court's decision-making process. No prerequisites. (This course satisfies Social Science.)

cross listed: AMER 268

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*POLS 268: Law, Medicine and Ethics*

In this course, students explore issues that arise at the intersection of law, medicine, and ethics. They study legal and ethical principles and apply them to controversies in medical treatment, medical research, and recent advances in biotechnology. Topics will include informed consent, eugenics, reproductive technologies, gene therapy, and human enhancement. Political implications are also studied. Not open to First-Year Students. (This course satisfies Social Science.)

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*POLS 269: Testimony and Trials*

This course will examine how the U.S. Constitution's procedural safeguards in the 4th, 5th, 6th, 7th and 8th amendments are effectuated in a court of law. The course will explore how constitutional law and rules of evidence and procedure intersect with concepts of justice and fairness. Students will study the law, the sociology and the philosophy of the trial process. (This course satisfies Social Science and Speaking Intensive.)

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*POLS 270: Race and Criminal Justice*

This course will examine the systemic racial injustices inherent in American criminal jurisprudence from police interaction to trial and sentencing, incarceration, and supervised release. Students will study how racial injustice continues to pervade the American criminal justice system despite the constitutional guarantees of equal protection and due process. How do so many players, from police officers to judges and juries, fail to protect against racial injustice? Why do courts, when confronted with allegations or proof of racially motivated police misconduct, overwhelmingly cite "harmless error" doctrine? To attempt to answer these complicated questions, students will learn legal criminal procedure, study 4th, 5th, 6th and 8th amendment case law, and have an opportunity to listen to and speak with a variety of professionals in the criminal justice field. No prerequisites. (This course satisfies Social Science and Domestic Pluralism.)  
cross listed: AFAM 270, AMER 274

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*POLS 271: Criminal Law and Forensic Medicine*

Forensic medicine is inextricable from the practice of criminal law. This course evaluates the ways in which forensic medicine is used in the courtroom, from crime scene investigation and reconstruction to expert witness battles and Daubert hearings. We evaluate how experts, advocates, and law enforcement rely on tools like DNA, blood spatter pattern, bite mark analysis, witness identification, and DUI detection tests to reconstruct and evaluate crime, with varying degrees of legitimacy and the constant potential for wrongful conviction. We also consider the limitations some forensic tools might have for historically marginalized and mentally ill populations who are overrepresented in the criminal justice system. Through evaluation of case studies and conversation with forensic scientists, legal and medical practitioners, and law enforcement, we explore how science shapes courtroom battles in the search for truth. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

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*POLS 272: Mock Trial*

Mock trial is a competitive trial advocacy program where students compete regionally as attorneys and witnesses in civil and criminal cases. Students in this competitive program craft case theories, learn rules of evidence and evidentiary objections, and draft and perform opening statements, direct and cross examinations, and closing arguments for timed competition. Students enrolled in the course are expected to compete in the regional competition held annually in February. Enrollment by permission of instructor only. (This course satisfies Experiential Learning and Speaking Intensive.)  
cross listed: THTR 272

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*POLS 275: Security and Liberty*

(International Security and Civil Liberties.) A driver in the contemporary evolution of many areas of law and overarching constitutional culture is the perceived need to protect national security. Most innovations and developments in national security law, however, encroach upon the foundational, individual civil rights enshrined in the very same constitutional system we seek to safeguard. This course will examine the constitutional balance of national security power among the branches of government, the components of the the intelligence/national security state today, and the tensions between its operation and personal rights and liberties. No prior legal knowledge or coursework is required. No prerequisites. (This course satisfies Social Science.)

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*POLS 276: Law, War and Intelligent Machines*

(Law, War and Intelligent Machines: The Laws of War and the History and Use of Cybernetics and Autonomous Military Technologies.) This course is about the changing nature of warfare conducted by the U.S. government and other state actors in the 21st Century. We review international law as it relates to conventional warfare and non-kinetic hostilities such as cybernetic actions between states, along with the political responses. We investigate the history



and development of the U.S. military forces after 1940, in conjunction with the development of communication, computational and autonomous technologies. We examine the justification of the use of military force by political speakers and analyze them within a legal and ethical framework. This course integrates international law, international norms and analysis of public policies of the U.S. and other states to provide a framework for the use of military force in the 21st Century. No prerequisites. (This course satisfies Social Science and Speaking Intensive.)

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*POLS 280: Politics of Mexico*

This course introduces students to modern Mexican politics. Topics include Mexico's political institutions, economic development, immigration and border issues, racial and ethnic politics, and the challenge to deepening Mexico's democracy by what some scholars have termed "narco-politics." This course also explores Mexico's relationship with the United States to the north and Latin America to the south. No prerequisites. (This course satisfies Social Science and Global Perspective.)  
cross listed: LNAM 255

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*POLS 281: America's Democracy Deficit*

The United States is one of the least democratic republics in the world today. Anti-majoritarian institutions – such as the U.S. Senate, which assigns two seats to each state regardless of population, the Senate filibuster and cloture rules, the Electoral College, extreme political gerrymandering, and the country's first-past-the-post, winner-take-all election system – impede majority rule. Democratic theorists agree that certain limits on majority rule are necessary to protect the rights of the minority and prevent the "tyranny of the majority." The problem with America's anti-majoritarian institutions is that they entrench minority rule, which makes it very difficult for majorities to advance their shared political interests democratically. This "tyranny of the minority" is dangerous because it undermines the legitimacy of the American system of government. This course investigates the causes and consequences of

America's democracy deficit and offers remedies for forging a more perfect Union in the form of a majoritarian political system for the 21st century. No Prerequisites. (This course satisfies Social Science.)

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*POLS 282: Black Politics and Protest*

This course traces moments in the history of Black America's quest for freedom and survival. This course analyzes how Black political movements have operated in relation to, and in response to, segregation, (un)employment, housing, policing and incarceration, voting rights, health, education, and law. Consequently, this course examines how state repression has responded to, neutralized, and liquidated Black movements and the people that led them. While the focus is primarily on Black American politics and struggle, this course also showcases how Black political engagement has always been globally linked with struggles for liberation across Africa and the Caribbean, Latin and South America, Europe, and Asia. From slavery and abolition, the Civil War and Reconstruction, Jim Crow and Civil Rights, neoliberalism and war, to the election of Barack Obama in 2008, we examine the cultural, social, and political depth that Black people have carved in a history of American political discourse. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: AFAM 200

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*POLS 291: Tutorial*

To be arranged individually with an appropriate faculty member.

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*POLS 304: Police, Prisons, Power*

This course offers a critical examination of the U.S. carceral state. "Carcerality" describes the web of people, ideas, resources, and institutions

that make policing, surveillance, and incarceration constitutive features of social life in 20th century America(s). This course offers carcerality as a framework that organizes sites and accruals of human misery and resistance across time and across multiple spatial scales. Rather than treating the "police," "law and order," and "criminal justice" as apolitical and ahistorical institutions, this course addresses them within the concrete social contexts of their formation. This course offers a historical, analytical, and theoretical assessment of the formation of the U.S. state at the political, geographic, and institutional sites of criminalization, policing, and incarceration. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: AFAM 300

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*POLS 315: Comparative Foreign Policy*

Though varied, the foreign policies of countries exhibit similar patterns, as well as analogous restraints and opportunities. Through a comparative analysis, this course surveys case studies of the contemporary foreign policies of great powers (Britain, China, France, Germany, Japan, and Russia) and regional powers (Brazil, India, Iran, South Africa, and Turkey). It analyzes how foreign policy interests are formulated, utilizing a variety of theories that highlight the importance of domestic and international influences on a country's foreign policy choices and behavior. Prerequisite: Politics 110 or consent of instructor.  
cross listed: IREL 353

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*POLS 316: Global Cities*

Today more than half of the world's population lives in cities. Global cities are now the key command points in the world economy. In addition to familiar Western cities like New York and London, southern metropolises, such as Beijing, Mumbai, Dubai, and Sao Paulo have become centers of urban innovation and economic growth. At the same time, global cities face various, political, social, and economic challenges: gentrification, segregation, inadequate public goods provision, and securitization of urban space, just to name a few. In this class, we discuss questions such as: How do cities and

city regions function in the global economy? What drives urban development? Why are some cities well governed while others are not? What is urban informality and is it the problem or the solution for global cities? The class includes several case studies of various cities in the world that help students explore the diversity of global cities. Prerequisite: POLS 110 or POLS140 or permission of the instructor. (This course satisfies Writing Intensive.)  
cross listed: IREL 341

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*POLS 317: Global Democratization*

In this course, the students learn why and how democracies emerge, persist, and break down by examining theories and case studies of transitions from authoritarian rule to democracy and vice versa. The students explore the concept of democracy and different explanations of conditions that make democracy possible and make it thrive. They also learn how and why the process of regime change and democratization is often flawed, incomplete, and uncertain. In addition, this course highlights the erosion of democratic institutions in established democracies and the rise of illiberal populism. Prerequisite: POLS 110 or POLS 140 or permission of the instructor. (This course satisfies Global Perspective and Writing Intensive.)  
cross listed: IREL 357

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*POLS 318: Topics in Comparative Politics*

This seminar examines selected topics in comparative politics.

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*POLS 319: Campaigns & Elections in L America*

This course focuses on the study of elections, campaigns, leaders, and political parties in Latin America. This seminar covers recent (each year's elections and campaigns) and previous electoral processes in the region. The

course examines how parties and voters interact and how parties in the region have developed different strategies to engage voters. The seminar also addresses the electoral processes: who can become a candidate, why, when, where people vote, and the different rules set up by countries for the electoral processes. In this seminar, we also study what happens during the campaigns with a particular focus on electoral violence, and violence against women in elections. The seminar is designed to provide a foundation for the development of original research and innovative theoretical approaches that can contribute to the study of the region and comparative politics more generally. (This course satisfies Social Science and Global Perspective.)  
cross listed: IREL 351, LNAM 329

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*POLS 322: US Elections and Political Parties*

In this course, students examine the nomination procedures and election of political candidates in the United States, with a focus on significant historical campaigns, both congressional and presidential. We also study the role and development of political parties. The influences of interest groups, race, gender, voting behavior, money, and the media on our electoral process are also considered. Prerequisite: POLS 120 or the consent of instructor. (This course satisfies Social Science and Writing Intensive.)  
cross listed: AMER 322

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*POLS 323: Federalism*

This course examines the historical, constitutional, philosophical, and political aspects of American federalism. Students consider both how and why the relationship between the various states and the national government has changed since the founding of the Republic, and the obligations of the states to one another, on a range of matters, including marriage, education, morality laws, eminent domain, and public health. Prerequisite: Politics 120 or consent of instructor.

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*POLS 324: Public Opinion*

This course will offer a broad-based introduction to the factors that motivate citizens' social and political attitudes. We will begin by discussing how we conceptualize and measure public opinion, from where do opinions or attitudes originate, what factors influence citizens' preferences, and whether political elites respond to public opinion when making public policy. We will investigate public opinion on a wide range of political issues, from taxes and government spending to attitudes about racial equality. Finally, we will take up important normative questions including the role that public opinion should or should not play in the American political system. Prerequisite: POLS 120 or permission of instructor.

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*POLS 325: Punishment*

When western societies punish legal offenders they base their policies on a theoretical foundation. Punishments are to exact retribution, deter future crime, or rehabilitate offenders, sometimes a combination of these goals. Punitive consequences, whether fines, prison sentences, or probation, can further or hinder these goals. This course explores theories of punishment and imprisonment. The first segment of the course covers classic political thinkers, including Plato, Beccaria, Montesquieu, and Bentham. The latter portion considers contemporary theories of punishment. We move toward a greater understanding of prison sentencing and capital punishment, solitary confinement, penal education programs, probation and parole, and pardons. We investigate which kinds of approaches are more efficacious than others, and the cost of ineffective punishment strategies. Prerequisite: POLS 130 or POLS 120 or permission of the instructor (This course satisfies Humanities and Writing Intensive.)

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*POLS 328: The 2020 Presidential Primaries*

(Topics in American Politics.) Spring 2020 Topic: The 2020 Presidential Primaries. The 2020 Democratic presidential primary campaign is shaping up

to be long, intense, and competitive. It is therefore obviously worthy of serious study. In this course, we undertake such a study in real-time. But rather than merely track the day to day machinations of the campaign, our goal will be to try and analyze the situation as a political scientist would. As examples, we will ask: What is the 'invisible' primary and can it be measured? To what extent do party rules concerning the nomination contest shape the ultimate outcome? What are the most successful tactics and strategies for persuading voters and building a winning coalition? Prerequisite: POLS 120 or permission of instructor. (This course satisfies Domestic Pluralism.)

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*POLS 340: International Terrorism*

The central aim of this course is to critically examine the phenomenon of terrorism. In so doing, we will adopt the following approach: (i) we will briefly analyze the concepts of security and violence; (ii) we will discuss the etymology of the concept "terrorism." (iii) We will explore the idea of terrorism as an instrumentally rational undertaking. Parallel to this we will read a sample of articles from the positive political science literature on terrorism. (iv) We will examine the morality of terrorism as refracted through the lens of the rich theorizing on just war and will carefully investigate the philosophy literature on terrorism. Finally (v) in light of the foregoing theoretical examination, we will examine the U.S.-led "war on terror." Prerequisite: POLS 110. (This course satisfies Global Perspective.)  
cross listed: IREL 340

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*POLS 342: International Political Economy*

The course introduces students to the academic discipline of International Political Economy (IPE). It surveys the intellectual history of the discipline and specifies the main methodological and theoretical debates in IPE. The course also examines international trade and production, the international monetary and financial systems, and global poverty and development. Prerequisite: Politics 110 or consent of instructor. (This course satisfies Global

Perspective.)  
cross listed: IREL 342

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*POLS 343: Global Security*

Global security studies the measures undertaken by international actors to ensure the survival of states (national security), the preservation of the system of states (international security), and the wellbeing of people (human security) from a wide range of threats. Students learn about the emergence of the specialized field of “security studies,” which focused on Cold War-era, military issues like conventional and nuclear deterrence. They then consider the more recent transformation of the field’s scope to include both these traditional issues and new issues - both military and non-military in nature, such as proliferation, intra-state conflict, terrorism, environmental degradation and climate change, displaced populations, and infectious diseases. Prerequisites: Politics 110 (This course satisfies Social Science.)  
cross listed: IREL 343

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*POLS 344: Gender and Sexuality in IR*

(Gender and Sexuality in International Relations.) This course explores the intersection of gender and sexuality with a variety of topics in international relations, such as conflict and war, global political economy, development, human rights, population policy, and global health. It examines how feminist and queer theories of international relations shed new light on existing areas of research, and how they generate new puzzles for political scientists to study. This course considers a wide range of cases from around the world, with particular attention to those from the Global South. Prerequisite: POLS 110 or consent of instructor. (This course satisfies Social Science and Global Perspective.)  
cross listed: GSWS 344, IREL 344

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*POLS 345: Migration and Citizenship*

Migration across national boundaries is one of the fundamental issues in global politics of our time. What factors shape global migration flows? How do different countries regulate migration? How do states decide who belongs and who does not? Who is kept out and who is let in? How do immigration policies reflect the notion of citizenship? Can citizenship be earned, bought, or sold? This course examines causes and consequences of global migration and dilemmas associated with them in comparative perspective. Through case studies from various regions of the world, including Europe, North America, Latin America, Asia, Africa, and Middle East, students gain understanding of global patterns of migration flows, as well as how states and societies respond to them and are transformed by them. Prerequisite: POLS 110 or POLS 140 or approval of the instructor. (This course satisfies Global Perspective and Writing Intensive.)  
cross listed: IREL 350

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*POLS 348: International Law*

Students in this course investigate the evolution of modern international law. We consider the roles of states, the United Nations, and non-state actors in international law, mechanisms for the creation and enforcement of international legal norms, the changing nature of state sovereignty from the Peace of Westphalia to the present, and breaches of international law and potential consequences. Attention is also given to pressing matters of international concern, including war and terrorism, environmental issues, and human rights and humanitarian law. Prerequisite: POLS 110 or consent of instructor. (This course satisfies Global Perspective.)  
cross listed: IREL 348

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*POLS 349: Gender in Developing Countries*

This class introduces students to the unique challenges that women face in developing countries. Organized around major policy debates, we explore

themes including women in the labor force, women in politics, gender and development, inequality, and violence. We also learn about top-down change, instituted by organizations like the IMF and World Bank, and bottom-up solutions created by NGOs and social entrepreneurs. Through class readings, group discussions, small group work, presentations, and a research paper, students are able to identify forms of existing gender inequalities, and critically examine policy solutions. Prerequisite: POLS 110 or consent of instructor. (This course satisfies Social Science and Global Perspective.)  
cross listed: GSWS 349

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*POLS 350: Liberty*

The concept of individual liberty is a relatively modern one; its development began with the English Enlightenment. In this course, we examine liberty as it relates to markets, individual rights, conflicts between equality and freedom, and conflicts between governmental authority and individual freedom. Must markets be completely free in order to claim economic freedom? Does freedom require a government to protect an individual's autonomy? Can there be a balance between individual liberty and communal good? Prerequisite: POLS 130 or permission of instructor.

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*POLS 351: Justice and the Law*

Political societies must make all manner of judgments about what is just. We must distribute goods, determine crimes, give punishments, and create legislative districts, all with an eye to some idea of justice. Is justice fairness? Proportional? Equitable? Different political and legal theorists have approached these questions differently. Using both traditional political theory texts and contemporary legal theory, we explore questions of justice and the law and whether justice can be found within the law or is external to it. Prerequisite: POLS 130 or permission of instructor. (This course satisfies Domestic Pluralism.)

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*POLS 352: Liberalism and Its Critics*

Modern political thought is based on ideas of equality, individuality and individual liberty, private property, and an overall idea of progress. These ideas developed especially in the thinking of Locke, Smith, and Mill. But as modernism grew, so did its critics. The course covers some basic theories of modernism through readings in the liberal tradition. It also considers opposition to liberalism. Prerequisite: POLS 130 or permission of instructor.

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*POLS 353: Topics in Political Theory*

(POLS 353 Topics in Political Theory: The Social Contract) Throughout the history of political thought, the metaphor of the social contract, or the idea that the consent of individuals is necessary for the formation of legitimate government, has been widely used to justify and/or criticize certain institutional arrangements. This course will be an examination of this metaphor. We will try to come to terms with both its philosophical appeal as well as its historical relevancy. In addition to reading classic texts of those like Hobbes, Locke, Rousseau, and Rawls, we will also compare the models of these authors with actual processes of constitutional formation including the American Founding.

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*POLS 354: Identity Politics*

It is hard to observe recent politics without noticing the seeming central importance of identity and identity-based claims made both by citizens and politicians to press their respective agendas. In this course, we examine this phenomenon thoroughly and critically via an interdisciplinary approach. While our focus is largely on the contemporary United States, we also engage with analogous international cases. While we approach this topic historically, empirically, and theoretically, our main goal is to assess what kinds of identity-based claims (if any) are best suited for the healthy functioning of a liberal and diverse democracy. Prerequisite: POLS 120. (This course satisfies Domestic Pluralism and Writing Intensive.)

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*POLS 355: Dictators, Despots, and Tyrants*

This course is an examination of the ideological underpinnings of modern dictatorships, their politics, and how they organize the institutions of the state. It begins with an examination of twentieth century dictatorships, including Nazi Germany, Fascist Italy, Imperial Japan, the Soviet Union, and Communist China. It then considers contemporary dictatorships in Africa, Asia, Latin America, and the Middle East. Students are introduced to source materials including pamphlets authored by dictators and a variety of films from different genres. The course underscores the political commonalities and differences among dictatorial regimes over time and across regions. It also explores how modern-day dictatorships and their leaders have shown remarkable resilience against the forces of globalization and political liberalization. Prerequisite: POLS 110 or consent of instructor. (This course satisfies Global Perspective.) cross listed: IREL 355

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*POLS 357: The Social Contract*

This course will examine the metaphor of the social contract, or the idea that the consent of individuals is necessary for the formation of legitimate government, which has been widely used to justify and/or criticize certain institutional arrangements. We will try to come to terms with both its philosophical appeal as well as its historical relevancy. In addition to reading classic texts of those like Hobbes, Locke, Rousseau, and Rawls, we will also compare the models of these authors with actual processes of constitutional formation including the American Founding. Prerequisite: POLS 130 or permission of instructor.

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*POLS 358: Democratic Theory*

Almost everyone seems to be in favor of democracy, but there is considerable disagreement about what democracy means and why it might be worthy of our support. In this course, we seek to understand the concept of democracy from a variety of different historical, philosophical, and empirical perspectives. Examples of questions to be covered include: What is the relationship between democracy and the protection of individual rights? How responsive should democratically elected representatives be to their constituents? Are ordinary citizens knowledgeable enough to participate effectively in democratic politics? Prerequisite: Politics 120 or consent of instructor.

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*POLS 361: The First Amendment*

In this course students explore the U.S. Supreme Court's interpretation of freedoms of speech (including obscenity and libel), assembly and association, the press, and the exercise and establishment of religion. We will also examine First Amendment issues raised by regulation of the Internet and other new media. Prerequisite: POLS 120 or consent of instructor. Not open to First-Year Students.  
cross listed: AMER 360

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*POLS 363: The Fourteenth Amendment*

(The Fourteenth Amendment: Civil Rights and Equality) Students in this course examine the rulings of the United States Supreme Court in order to learn how the Fourteenth Amendment guides the government's treatment of people based on race, creed, national origin, gender, economic status and sexual orientation. State action, strict scrutiny analysis, affirmative action and voting rights are also covered. Prerequisite: POLS 120 or consent of instructor. Not open to First-Year Students. (This course satisfies Domestic Pluralism.)  
cross listed: AMER 364

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*POLS 364: The Fourth Amendment*

This course examines the Supreme Court's jurisprudence related to search and seizure by focusing on police citizen interaction in homes, vehicles, and in public spaces. Students explore how courts balance individual privacy with the need for government action in the investigation of crime, and the dictates and limitations of the exclusionary rule in shaping police conduct. We evaluate how the Supreme Court's 1968 decision in *Terry v. Ohio* sanctioned stop and frisk procedures that perpetually lead to disproportionate outcomes in who is investigated and arrested, and examine efforts towards more equitable policing. Additionally, students meet with and get the opportunity to observe practitioners and judges who work in motions practice on Fourth Amendment issues. Prerequisite: POLS 260 or permission of instructor

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*POLS 365: Civil Liberties*

This course focuses on our individual liberties as addressed in the Bill of Rights and the Fourteenth Amendment. Using United States Supreme Court cases, we examine the protection of our individual liberties - the meaning of equal protection and the antidiscrimination principle, expressive freedom and the First Amendment, religious liberty and church-state relations, rights of personal autonomy and privacy, criminal justice, voting rights, property rights and economic freedom. Prerequisite: POLS 120 or permission of instructor. Second year standing is also required. (This course satisfies Domestic Pluralism.)  
cross listed: AMER 366

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*POLS 368: Environmental Law*

This course will explore basic issues of law and policy involved in the consumption, conservation, and regulation of natural resources. In particular,

we will consider how various competing public and private interests in the use and protection of the environment affect legislative, administrative, and judicial decision making. Topics to be discussed include: agency management of environmental risk; civil suits as a means of environmental law enforcement; wilderness and the use of public land; takings and other private property rights concerns; federalism and the environment. Among other statutes, we will examine the National Environmental Policy Act, the Clean Air Act, the Wilderness Act, the Endangered Species Act, and the Toxic Substances Control Act.

cross listed: ES 361

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*POLS 389: Inter-American Human Rights System*

This course studies the political history of human rights in Latin America. Human rights are the universal entitlements - political, economic, social, cultural, etc. - that apply equally to all human beings regardless of their nationality. More specifically, the course investigates the development of the Inter-American Human Rights System and how it has given rise to human rights conventions and other human rights milestones in the Americas. It studies the multiple conventions that form the system and how they came into being. Additionally, the course also focuses on the system's multiple enforcement mechanisms that are meant to ensure the protection on human rights in the region. Prerequisite: POLS 110 or permission of instructor (This course satisfies Global Perspective.)

cross listed: IREL 389, LNAM 389

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*POLS 390: Internship*

To be arranged individually with an appropriate faculty member. (This course satisfies Experiential Learning.)

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*POLS 391: Tutorial*

To be arranged individually with an appropriate faculty member.

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*POLS 395: Internship*

Relates theory to practice by placing students in governmental agencies, community interest groups, and other political environments. (Two course credits.)

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*POLS 399: Inter-Text Journal*

(Inter-Text Undergraduate Journal for Social Sciences and Humanities.) This course is a practicum aimed at engaging students in the process of scholarly peer-review, academic journal production, and print and digital publishing. Students learn how to use InDesign, an important software suite for visual communication. This 0.25 credit course is graded on a Pass-No Pass basis and requires enrolled students to complete forty (40) hours of work as Editorial Board members while contributing to the production and selection of feature essays, peer review, editing, layout and formatting of the journal, and release of the journal at the annual publication party. Inter-Text aims to publish exceptional student work and foster community among students inside and outside of the classroom in the humanities and social sciences.

cross listed: HIST 399, ENGL 399, ART 399

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*POLS 480: Presidential Power*

(Senior Seminar in American Politics and Law: Presidential Power) Students in this senior seminar explore the growth in executive power relative to the legislative and judicial branches of the federal government. Our examination begins with President Lyndon Johnson and the Vietnam War. It continues with



his successor, Richard Nixon, who, according to some people, epitomizes the concentration of executive power. Though Nixon's resignation signals the end of an 'imperial presidency,' under President Reagan the executive branch's consolidation of power is renewed. The experiences of the 1960s, 1970s, and 1980s are a backdrop for the study of the expansion of executive power under Presidents George W. Bush and Barack Obama. Prerequisite: POLS 120 or permission of instructor. Open to Politics majors and minors in the third or fourth year. (This course satisfies Speaking Intensive.)

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*POLS 481: Global Governance*

(Senior Seminar in Global Politics/International Relations: Global Governance.) Global governance is a branch of international relations that imagines the world as a single polity. Short of establishing a world government, it studies the processes and structures, both formal and informal, associated with efforts by states and non-state actors to direct their collective activities toward finding multilateral solutions to the growing complexity of issues on the global agenda. From the environment, health, crime, and human rights to war, trade, and finance, global governance encounters a world in which there is a “governance deficit.” Despite the genuine differences among actors and the potential for acute discord resulting from their unequal interdependence, global governance involves the study of efforts at international cooperation on global issues as they pertain to agenda-setting, policymaking, implementation and enforcement, and evaluation, monitoring, and adjudication. The course combines a survey of contemporary global governance literature – theoretical, empirical, and historical – and student-directed workshops and research presentations on global governance issues. Prerequisite: Politics 110; politics and international relations juniors and seniors only; or consent of instructor. (This course satisfies Speaking Intensive.)

cross listed: IREL 481

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*POLS 482: Affirmative Action*

(Senior Seminar in American Politics and Law: Affirmative Action.) Affirmative action in employment and education is one of the most controversial issues of our time. As such, it transects many subfields of political science: political theory, American political institutions, elections, law and constitutionalism, public opinion, comparative politics. Affirmative action policies bring to light American attitudes toward race, gender, sexual identity, and ethnicity. The course begins with a study of the foundational legal, ethical and political issues of affirmative action. Students then pursue their own, specialized projects on the topic. Prerequisite: Politics senior or consent of instructor. (This course satisfies Domestic Pluralism and Speaking Intensive.)

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*POLS 483: Democratic Peace & War*

Senior Seminar in Global Politics: Democratic Peace and War. Do liberal democracies conduct their external relations differently than dictatorships? If so, how, why, and to what result? These questions taken together constitute a central focus of international relations scholarship. This course finds its intellectual foundations in Immanuel Kant's thesis that liberal democracies at once enjoy a 'separate peace' amongst themselves and act belligerently toward dictatorships. Students in this senior seminar survey a rich literature on the 'democratic peace' thesis through the lenses of realist, liberal, and constructivist international relations theory, through reference to in-depth case studies and large-scale data analysis. In their seminar papers, students apply these theories and methods to their research on current foreign policies issues among democracies and between democracies and dictatorships. Prerequisite: Open to international relations and politics juniors and seniors only. (This course satisfies Speaking Intensive.)

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*POLS 484: Searches, Seizures, and Security*

(Senior Seminar in American Politics and Law: Searches, Seizures, and Security). The right against government intrusion into our lives is one of our

most cherished freedoms found in the Bill of Rights of the United States Constitution. The framers believed that agents of government should not enter private homes or search personal property without justification. Yet now, government entities and corporations have access to our personal information raising questions of how current law, politics, and security issues at home and abroad reshape constitutional boundaries of our right to privacy. This course begins with a study of the Fourth Amendment and constitutional rights and limitations of search and seizure and continues with a review of current law affecting our national security. This course is a capstone course for politics majors and students will pursue their own specialized research projects on the topic. Prerequisite: Politics senior or consent of the instructor. (This course satisfies Speaking Intensive.)

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*POLS 485: Constitutional Change*

(Senior Seminar in American Politics & Law: Constitutional Change). While the United States may have the oldest written Constitution in the world, it has been subject to nearly constant change since the moment it was ratified. In addition to formal amendments including the Bill of Rights, our constitutional institutions and culture have been significantly modified and affected by Supreme Court opinions, presidential decisions, legislative constructions, and even citizen-based protest movements. In this seminar, we explore the question of how constitutional change has actually happened in our nation's past, and assess whether some of these procedures and mechanisms of change are better or worse than others. We will then conclude by evaluating a variety of contemporary proposals for constitutional reform. Students will thereby be invited to think both descriptively and morally about the history and future of American constitutionalism. As a capstone course for politics majors, students will pursue their own specialized research projects on the topic. Prerequisite: Politics senior or consent of instructor. (This course satisfies Speaking Intensive.)

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*POLS 486: Global Justice*

(Senior Seminar in Global Politics: Global Justice.) Virtually all of the major pressing and controversial debates in international politics revolve on some level around questions of justice: When is humanitarian intervention justified? Are certain tactics of war morally unjustifiable? Are human rights universal ideals that should apply everywhere, or should they be limited by certain cultural and/or religious traditions? How should distributive justice work at the global level? Does justice require that rich countries allow for more immigration? Do we need a world state? In this senior seminar, students will probe these and other questions. We will examine these issues from a variety of perspectives, including ones that are skeptical about the very idea of 'global justice.' As a capstone course for politics and international relations majors, students will pursue their own specialized research projects on the topic. Prerequisite: Junior or senior politics and/or international relations majors, or consent of instructor. (This course satisfies Global Perspective and Speaking Intensive.)

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*POLS 487: Money, Inequality and Power*

This course investigates some of the ways that money may (or may not) increase inequality in American politics. Money is very unequally distributed in America today. We discuss how income or wealth inequality affects our democracy, and how we can tell. Since the Supreme Court has set down complex rules governing the use of money in politics, we also discuss what can be done to address inequality even if it does produce undesirable results. In this course, students explore many other important and fascinating issues at the intersection of money and politics. The topic intersects with many areas of politics: political theory, American political institutions, law and constitutionalism, and campaigns and elections. It allows students the opportunity to select, for intense study, an area of special interest pertaining to the above themes. Prerequisites: Junior or Senior standing, declared Politics major or permission of instructor. (This course satisfies Senior Studies and Speaking Intensive.)

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*POLS 489: Abortion and Reproductive Justice*

(Senior Seminar in American Politics and Law: Abortion and Reproductive Justice) Questions of whether, when, or how to have children exist at the very core of human bodily autonomy. This capstone American Politics and Law course examines the changing landscape of access to abortion and reproductive justice in a post-Dobbs America, in light of race, gender, personhood, sexuality, class, ability, religion, and other factors. Through evaluation of state and federal law and litigation, and constitutional concepts of equal protection and substantive due process, we explore modern American interpretations of rights and responsibilities related to reproductive medical care and family planning. Students in this senior seminar pursue their own specialized projects related to these topics. Prerequisites: POLS 120 and senior politics major (open to juniors with permission of instructor)

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*POLS 490: Internship*

To be arranged individually with a faculty supervisor. (This course satisfies Experiential Learning.)

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*POLS 491: Tutorial*

To be arranged individually with a faculty supervisor.

**International Relations Courses**

*IREL 110: Principles of Economics*

This course is an introduction to both microeconomics and macroeconomics. Students are introduced to the analytical tools and techniques used by economists to better understand the choices economic agents make and how markets function. The study of microeconomics includes consumer theory, producer behavior, and analysis of market structure. The study of

macroeconomics includes the determination of aggregate production, employment and inflation, as well as fiscal policy, monetary policy, the distribution of income, and economic growth. The theories presented are applied throughout the semester to issues facing the U.S. and world economies. (This course satisfies Social Science.)  
cross listed: ECON 110

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*IREL 130: Intro to Comparative Politics*

This course is an introduction to the main concepts and theories of comparative politics. Students explore central questions of comparative politics research, such as: do variations in political institutions (constitutions, elections, parties, and party systems) matter and why? What are the different ways in which citizens participate in politics and how has it changed over time? What are the key differences between democratic and authoritarian regimes and how a country may transition from one to another? In addition, students also learn about fundamental principles and methods of comparative political analysis. Lastly, case studies of different countries around the globe help students apply abstract theories, concepts, and methods and thereby develop strong analytical and critical thinking skills. (This course satisfies Social Science and Global Perspective.)  
cross listed: POLS 140

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*IREL 140: Introduction to Global Politics*

This course studies political behavior globally, involving countries, intergovernmental and non-governmental organizations, and other international actors. It introduces students to the analytical tools – concepts, models, and theories – scholars use to explain and understand global phenomenon past and present, such as war and peace, weapons proliferation, trade and development, international law, the environment, human rights, migration, and public health. (This course satisfies Social Science and Global Perspective.)  
cross listed: POLS 110

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*IREL 160: Intro to Sociology and Anthropology*

Sociology and anthropology share a focus on exploring the social (group rather than individual) bases of human practices and behaviors. Both disciplines study social interaction and such social institutions as family and religion. This course introduces students to key concepts for viewing the world through sociological and anthropological lenses, including cultural relativism, material culture, and the social construction of human experience through categories like race, class, and gender. Limited to first- and second-year students. Not open to students who have taken SOAN 100. (This course satisfies Social Science.)

cross listed: SOAN 110

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*IREL 220: Europe 1715-1890*

Socio-economic, political, and intellectual and cultural development of Europe from 1715 to 1890. The crisis of the old order in the age of the Enlightenment and the French Revolution. Industrialization, democratization, and modernization in the nineteenth century. The emergence of nation-states, consumer societies, and modern ideologies. (This course satisfies Humanities and Global Perspective.)

cross listed: HIST 208

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*IREL 221: Europe in the Twentieth Century*

European politics, culture, and society from 1890s to 1990s. The course pursues three major themes: the origins of the modern era from 1890 to 1918; the rise of the authoritarian state from 1917 to 1945; and the Cold War from the 1940s to the collapse of the Soviet Union. (This course satisfies Humanities and Global Perspective.)

cross listed: HIST 209

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*IREL 234: Modern East Asia*

Study of China, Japan, and Korea as each moved toward modern nationhood over the last 200 years. Attention to the difficulties each has confronted, including Japan's vision of empire shattered by World War II, China's civil war, and Korea's transformation through foreign interventions. (This course satisfies Humanities and Global Perspective.)

cross listed: HIST 213, ASIA 201

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*IREL 240: United States Foreign Policy*

Students in this course explore the domestic and international factors that have shaped the foreign policy of the United States since the end of the Cold War, and especially over the past decade. Students study the major ideologies shaping contemporary debates about the national interests of the U.S. and the country's role abroad, the models of foreign policy decision-making, and the workings of core policymaking institutions - the White House, executive branch departments and agencies, Congress, and civil society - on matters of war and peace, trade and foreign assistance, human rights and humanitarian affairs, and the environment. (This course satisfies Social Science.)

cross listed: POLS 240, AMER 241

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*IREL 241: Global Issues*

This course surveys contemporary global issues in security, economic, humanitarian, and environmental affairs. In depth case studies include the Russia-Ukraine war; China-Taiwan relations; Iran and North Korea's nuclear weapons programs; the US-China trade war and the global trend toward trade protectionism; human migration; international negotiations and treaties addressing global environmental problems like climate change, species



diversity and loss, and plastic pollution; and the Covid-19 pandemic. No prerequisites. (This course satisfies Global Perspective.)  
cross listed: POLS 241

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*IREL 242: Politics of the Global South*

This course introduces students to contemporary political, economic, and social issues in Asia, Latin America, the Middle East and North Africa, and Sub-Saharan Africa - regions of the world that are referred to collectively as the Global South. Students survey major relevant theoretical approaches in comparative politics and situate non-Western states in global political, economic, and social context. Students also explore specific topics, such as democratization, nationalism, state-building, and civil society. (This course satisfies Social Science and Global Perspective.)  
cross listed: POLS 242

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*IREL 245: Global IR Theory*

In this course, students survey the major theoretical models and concepts associated with the study of international relations in the West and other regions of the world for the purpose of analyzing and thinking critically about contemporary international political issues. (This course satisfies Social Science and Global Perspective.)  
cross listed: POLS 245

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*IREL 247: Transnational Social Movements*

This course examines the emergence, evolution, and impact of transnational social movements, in which activists mobilize across national boundaries to effect global change. It explores the interaction of transnational social movements with other global actors, such as states and international

organizations; the ways in which social media, technology, and globalization have changed the methods of organizing and efficacy of these movements; and the impact of these movements on global norms. We assess a wide variety of cases, such as #MeToo, human rights in Argentina, the anti-whaling movement, and transnational peace movements. No prerequisites. (This course satisfies Social Science and Global Perspective.)  
cross listed: POLS 247

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*IREL 249: Methods of Political Research*

This course introduces students to the nuts and bolts of systematic political science research. Students learn how to construct a research question - and develop and test hypotheses. Students apply concepts and strategies learned in class to develop their own research design. The course will also expose students to: basic quantitative and qualitative skills for the purposes of describing and explaining political phenomena, and the analysis of data on issues in American and global politics. Prerequisite: Politics or International Relations major, or consent of instructor. (This course satisfies Quantitative Reasoning.)  
cross listed: POLS 200

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*IREL 250: Politics of Europe*

This course is a survey of the domestic political institutions, cultures, and economies of select European countries, as well as the major public policy issues facing the advanced industrial democracies of Western Europe, the new democracies of Central and Eastern Europe, and the continent's last autocracies (e.g., Russia). Some consideration is also given to pan-European governance, such as the European Union (EU) and the European Court of Human Rights. (This course satisfies Social Science and Global Perspective.)  
cross listed: POLS 210

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*IREL 251: Politics of Russia*

The course will investigate the domestic political processes, institutions, and economies of the Russian Federation and the other states in the post-Soviet Union. Additionally, the course examines Russia's foreign policy, paying close attention to the Russian Federation's actions toward its close neighbors. Prerequisites: POLS 110 or permission of instructor. (This course satisfies Social Science and Global Perspective.)  
cross listed: POLS 218

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*IREL 252: The Post-Communist World*

This course familiarizes students with the politics of communist and post-communist states focusing on Russia, Eastern Europe, Central Asia, and China, although other regions also are routinely included in the discussion. We begin with an overview of the origins and development of communism in the Soviet Union, Eastern Europe, and China. Then we examine and analyze the profound political, economic, and social changes in the former communist societies. Specifically, we explore economic transition from planned to market economy, democratization and persistence of authoritarianism, as well as nationalism and conflict. After taking the course, students are expected to understand the emergence and collapse of communism and political dynamics of post-communist transition, as well as to be able to identify key challenges facing post-communist states and critically evaluate their prospects for democratization. No pre-requisites. (This course satisfies Social Science and Global Perspective.)  
cross listed: POLS 209, ASIA 209

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*IREL 255: China and the World*

How has the dramatic rise of China reshaped global politics? How has Chinese foreign policy changed since the establishment of the People's Republic of China (PRC)? This course examines China's evolving understanding of its relationship with the international system and the

domestic and global factors that drive Chinese foreign policy. We explore China's growing influence in addressing global governance challenges, such as climate change; China's participation in major international institutions; and China's key bilateral relationships with entities like the United States, Russia, ASEAN, and India. (This course satisfies Social Science and Global Perspective.)

cross listed: POLS 215, ASIA 221

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*IREL 259: Politics of Latin America*

An introduction to politics and social change in Latin America. Study will focus on several Latin American countries and on special topics such as human rights, religion, the military, land reform, women, and population policy. (This course satisfies Social Science and Global Perspective.)

cross listed: POLS 219, LNAM 219

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*IREL 340: International Terrorism*

The central aim of this course is to critically examine the phenomenon of terrorism. In so doing, we will adopt the following approach: (i) we will briefly analyze the concepts of security and violence; (ii) we will discuss the etymology of the concept "terrorism." (iii) We will explore the idea of terrorism as an instrumentally rational undertaking. Parallel to this we will read a sample of articles from the positive political science literature on terrorism. (iv) We will examine the morality of terrorism as refracted through the lens of the rich theorizing on just war and will carefully investigate the philosophy literature on terrorism. Finally (v) in light of the foregoing theoretical examination, we will examine the U.S.-led "war on terror." Prerequisite: POLS 110. (This course satisfies Global Perspective.)

cross listed: POLS 340

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*IREL 341: Global Cities*

Today more than half of the world's population lives in cities. Global cities are now the key command points in the world economy. In addition to familiar Western cities like New York and London, southern metropolises, such as Beijing, Mumbai, Dubai, and Sao Paolo have become centers of urban innovation and economic growth. At the same time, global cities face various, political, social, and economic challenges: gentrification, segregation, inadequate public goods provision, and securitization of urban space, just to name a few. In this class, we discuss questions such as: How do cities and city regions function in the global economy? What drives urban development? Why are some cities well governed while others are not? What is urban informality and is it the problem or the solution for global cities? The class includes several case studies of various cities in the world that help students explore the diversity of global cities. Prerequisite: POLS 110 or POLS140 or permission of the instructor. (This course satisfies Writing Intensive.)  
cross listed: POLS 316

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*IREL 342: International Political Economy*

The course introduces students to the academic discipline of International Political Economy (IPE). It surveys the intellectual history of the discipline and specifies the main methodological and theoretical debates in IPE. The course also examines international trade and production, the international monetary and financial systems, and global poverty and development. Prerequisite: Politics 110 or consent of instructor. (This course satisfies Global Perspective.)  
cross listed: POLS 342

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*IREL 343: Global Security*

Global security studies the measures undertaken by international actors to ensure the survival of states (national security), the preservation of the system of states (international security), and the wellbeing of people (human security)

from a wide range of threats. Students learn about the emergence of the specialized field of “security studies,” which focused on Cold War-era, military issues like conventional and nuclear deterrence. They then consider the more recent transformation of the field’s scope to include both these traditional issues and new issues - both military and non-military in nature, such as proliferation, intra-state conflict, terrorism, environmental degradation and climate change, displaced populations, and infectious diseases. Prerequisites: Politics 110 (This course satisfies Social Science.)  
cross listed: POLS 343

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*IREL 344: Gender and Sexuality in IR*

(Gender and Sexuality in International Relations.) This course explores the intersection of gender and sexuality with a variety of topics in international relations, such as conflict and war, global political economy, development, human rights, population policy, and global health. It examines how feminist and queer theories of international relations shed new light on existing areas of research, and how they generate new puzzles for political scientists to study. This course considers a wide range of cases from around the world, with particular attention to those from the Global South. Prerequisite: POLS 110 or consent of instructor. (This course satisfies Social Science and Global Perspective.)  
cross listed: POLS 344, GSWS 344

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*IREL 347: Global Governance*

In this course students survey the theories of international institutions, both inter-governmental and non-governmental, focusing on how they emerge and function, as well as their effect on international relations processes and outcomes. Also central to the course are in-depth case studies of international organizations in the fields of diplomacy, security, economics, environment, law, and humanitarian affairs. Special emphasis is placed on the role of institutions in fostering governance and cooperation at the global level in the absence of political authority above the state. Prerequisite: Politics 110 or

consent of instructor. (This course satisfies Global Perspective.)  
cross listed: POLS 347

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*IREL 348: International Law*

Students in this course investigate the evolution of modern international law. We consider the roles of states, the United Nations, and non-state actors in international law, mechanisms for the creation and enforcement of international legal norms, the changing nature of state sovereignty from the Peace of Westphalia to the present, and breaches of international law and potential consequences. Attention is also given to pressing matters of international concern, including war and terrorism, environmental issues, and human rights and humanitarian law. Prerequisite: POLS 110 or consent of instructor. (This course satisfies Global Perspective.)  
cross listed: POLS 348

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*IREL 350: Migration and Citizenship*

Migration across national boundaries is one of the fundamental issues in global politics of our time. What factors shape global migration flows? How do different countries regulate migration? How do states decide who belongs and who does not? Who is kept out and who is let in? How do immigration policies reflect the notion of citizenship? Can citizenship be earned, bought, or sold? This course examines causes and consequences of global migration and dilemmas associated with them in comparative perspective. Through case studies from various regions of the world, including Europe, North America, Latin America, Asia, Africa, and Middle East, students gain understanding of global patterns of migration flows, as well as how states and societies respond to them and are transformed by them. Prerequisite: POLS 110 or POLS 140 or approval of the instructor. (This course satisfies Global Perspective and Writing Intensive.)  
cross listed: POLS 345

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*IREL 351: Campaigns & Elections in L America*

This course focuses on the study of elections, campaigns, leaders, and political parties in Latin America. This seminar covers recent (each year's elections and campaigns) and previous electoral processes in the region. The course examines how parties and voters interact and how parties in the region have developed different strategies to engage voters. The seminar also addresses the electoral processes: who can become a candidate, why, when, where people vote, and the different rules set up by countries for the electoral processes. In this seminar, we also study what happens during the campaigns with a particular focus on electoral violence, and violence against women in elections. The seminar is designed to provide a foundation for the development of original research and innovative theoretical approaches that can contribute to the study of the region and comparative politics more generally. (This course satisfies Social Science and Global Perspective.)  
cross listed: POLS 319, LNAM 329

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*IREL 353: Comparative Foreign Policy*

Though varied, the foreign policies of countries exhibit similar patterns, as well as analogous restraints and opportunities. Through a comparative analysis, this course surveys case studies of the contemporary foreign policies of great powers (Britain, China, France, Germany, Japan, and Russia) and regional powers (Brazil, India, Iran, South Africa, and Turkey). It analyzes how foreign policy interests are formulated, utilizing a variety of theories that highlight the importance of domestic and international influences on a country's foreign policy choices and behavior. Prerequisite: Politics 110 or consent of instructor.  
cross listed: POLS 315

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*IREL 355: Dictators, Despots, and Tyrants*

This course is an examination of the ideological underpinnings of modern dictatorships, their politics, and how they organize the institutions of the state.



It begins with an examination of twentieth century dictatorships, including Nazi Germany, Fascist Italy, Imperial Japan, the Soviet Union, and Communist China. It then considers contemporary dictatorships in Africa, Asia, Latin America, and the Middle East. Students are introduced to source materials including pamphlets authored by dictators and a variety of films from different genres. The course underscores the political commonalities and differences among dictatorial regimes over time and across regions. It also explores how modern-day dictatorships and their leaders have shown remarkable resilience against the forces of globalization and political liberalization. Prerequisite: POLS 110 or consent of instructor. (This course satisfies Global Perspective.) cross listed: POLS 355

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*IREL 357: Global Democratization*

In this course, the students learn why and how democracies emerge, persist, and break down by examining theories and case studies of transitions from authoritarian rule to democracy and vice versa. The students explore the concept of democracy and different explanations of conditions that make democracy possible and make it thrive. They also learn how and why the process of regime change and democratization is often flawed, incomplete, and uncertain. In addition, this course highlights the erosion of democratic institutions in established democracies and the rise of illiberal populism. Prerequisite: POLS 110 or POLS 140 or permission of the instructor. (This course satisfies Global Perspective and Writing Intensive.) cross listed: POLS 317

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*IREL 389: Inter-American Human Rights System*

This course studies the political history of human rights in Latin America. Human rights are the universal entitlements - political, economic, social, cultural, etc. - that apply equally to all human beings regardless of their nationality. More specifically, the course investigates the development of the Inter-American Human Rights System and how it has given rise to human rights conventions and other human rights milestones in the Americas. It

studies the multiple conventions that form the system and how they came into being. Additionally, the course also focuses on the system's multiple enforcement mechanisms that are meant to ensure the protection on human rights in the region. Prerequisite: POLS 110 or permission of instructor (This course satisfies Global Perspective.)  
cross listed: POLS 389, LNAM 389

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*IREL 480: International Order*

(Senior Seminar in International Relations: The 21st Century World (Dis)order) The international system of states is undergoing a power shift. Though it will remain the dominant world power for some time to come, most scholars agree that American global preeminence is waning. Yet scholars disagree about the effect of this shift on world order. Some see an effort by the United States and its closest allies to prop-up the current American liberal world order of global economic integration and cooperative security. Others envision either a 'post-American' world in which the United States and rising great powers re-negotiate the ground rules of a new liberal order, or a world in which the United States is one of a small number of great powers competing for power and influence in an illiberal world. Each of these possibilities raises compelling questions about war and peace, and cooperation and discord in twenty-first century international politics. Will this power shift jeopardize the liberal world order? Can this world order persist in the absence of American preeminence? How might the United States and its allies extend the current American world order? (This course satisfies Global Perspective and Speaking Intensive.)  
cross listed: AMER 478

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*IREL 481: Global Governance*

(Senior Seminar in Global Politics/International Relations: Global Governance.) Global governance is a branch of international relations that imagines the world as a single polity. Short of establishing a world government, it studies the processes and structures, both formal and informal,

associated with efforts by states and non-state actors to direct their collective activities toward finding multilateral solutions to the growing complexity of issues on the global agenda. From the environment, health, crime, and human rights to war, trade, and finance, global governance encounters a world in which there is a “governance deficit.” Despite the genuine differences among actors and the potential for acute discord resulting from their unequal interdependence, global governance involves the study of efforts at international cooperation on global issues as they pertain to agenda-setting, policymaking, implementation and enforcement, and evaluation, monitoring, and adjudication. The course combines a survey of contemporary global governance literature – theoretical, empirical, and historical – and student-directed workshops and research presentations on global governance issues. Prerequisite: Politics 110; politics and international relations juniors and seniors only; or consent of instructor. (This course satisfies Speaking Intensive.)

cross listed: POLS 481

# Print and Digital Publishing

## Faculty

*Joshua Corey*

Professor of English  
Chair of Print and Digital Publishing

*Robert Archambeau*

Professor of English

*Benjamin Goluboff*

Professor of English

*Davis Schneiderman*

Professor of English

Minor in Print and Digital Publishing

No major is currently available.

*Requirements for the Minor*

The Print and Digital Publishing Program requires six credits, in two categories of courses:

1. Students complete the four required core experiences, which provide study in the basics of editorial acquisitions, design and production, and marketing. As part of this core, students complete a one- or two- credit internship in the field, to be selected in consultation with the Program Chair and their College Internship Supervisor.
2. Students complete one or two elective credits to complete the six-credit minor.

Note: No more than three 100-level courses can count toward the Print and Digital Publishing minor. Students may take courses for the Print and Digital Publishing program Pass-NoPass at the 100- or 200-level. The 300-level requirements for the minor must be taken for a letter grade.

The required core:

- English 112: Introduction to Editing and Publishing
- Art 142: Digital Design Foundations (or another design- or publishing-related studio art course approved by the Program Chair.)
- English 329: Advanced Publishing
- A one- or two- credit publishing internship

One or two electives, to complete the 6-credit minor:

- Art 250: Printmaking
- Art 253: Graphic and Digital Design
- Art 350: Advanced Printmaking
- Art History 201: Writing Art Criticism
- Computer Science 107: Introduction to Web Programming
- Computer Science 270: Web Development
- English 111: Introduction to Professional Writing
- English 225: Remixes in a Post-Burroughs World (0.5 credits)
- English 245: Novel Writing Boot Camp
- English 285: Creative Arts Entrepreneurship
- Only *one* of the following 300-level writing courses, from 360-369:

- English 360: Fiction Writing
- English 361: Poetry Writing
- English 364: Creative Unwriting & Remix Workshop
- English 365: Poetry and Nature
- English 366: Creative Writing: The Essay
- English 367: Environmental Writing

- English 368: Advanced Nonfiction Writing
- English 369: Professional Writing in the Digital Age
- English 392: Publishing Practicum: Theory/Design/Production
- English 399: Inter-Text Undergraduate Journal for Social Sciences and Humanities (0.25 credits)
- Journalism 120: Introduction to Journalism (formerly Communication 120)
- Journalism 320: Advanced Journalism (formerly Communication 320)
- French 270: Translation & Creative Writing
- French 315: Technical & Literary Translation
- Spanish 310: Creative Writing

### **Learning Outcomes**

The expected Student Learning Outcomes for the Print and Digital Publishing Program are:

1. Print and Digital Publishing minors will be able to write and correct skillful expository prose.
2. Print and Digital Publishing minors will be able to demonstrate the fundamentals of editing and publishing in print and digital media.
3. Print and Digital Publishing minors will demonstrate the skills of independent researchers and project managers.

# Psychology

*Naomi Wentworth*

Associate Professor of Psychology  
Chair of Psychology

*Hannah Carlson*

Assistant Professor of Psychology and Neuroscience

*Emily Dix*

Assistant Professor of Psychology

*Matthew Kelley*

Professor of Psychology  
Associate Dean of the Faculty

*Nora McLean*

Assistant Professor of Psychology

*Krista Miller*

Visiting Assistant Professor of Psychology

*Benjamin Swerdlow*

Assistant Professor of Psychology

*Elayne Vollman*

Assistant Professor of Psychology

Major and Minor in Psychology

*Requirements for the Major:*

To graduate with a major in psychology, a student must: (a) complete nine courses (as specified below), each with a grade of C- or better, (b) earn at least a C average (2.0) in all psychology courses selected to fulfill those major course requirements, and (c) take a comprehensive major exam in the senior year (described below). Although strongly discouraged, courses taken Pass-NoPass may count towards the major in Psychology, as long as the grade originally earned in the class is "C-" or better. In order to graduate with a major, a student must earn at least a C average (2.0) in all courses selected to fulfill the major requirements, whether or not these grades are listed with a Pass on the transcript.

- Psychology 110: Introduction to Psychological Science
- Psychology 221: Research Methods and Statistics I
- Psychology 222: Research Methods and Statistics II
- Menu A (2 of the following 4 courses):
  - Psychology 255: Social Psychology
  - Psychology 330: Motivation & Emotion
  - Psychology 350: Psychopathology & Clinical Science
  - Psychology 375: Personality
- Menu B (2 of the following 5 courses):
  - Psychology 310: Sensation and Perception
  - Psychology 320: Learning
  - Psychology 360: Cognitive Psychology
  - Psychology 370: Neuroscience: Brain to Behavior
  - Psychology 385: Comparative Psychology
- 1 additional Psychology course
- The Senior Studies Requirement may be completed in either of the following ways:
  - 1 400-level Psychology course
  - Senior thesis



## Senior Majors' Exam

In the senior year, each major is required to take a comprehensive major exam. Its purpose is to provide an additional source of feedback to the Department of Psychology and to the individual student about the educational experience in psychology. Graduation with a major in psychology requires taking the exam at the scheduled time. Individual and group scores are reviewed annually by psychology department faculty for use in program evaluation. Each graduating senior receives an individual score report for self-evaluation.

## *Requirements for the Minor*

To graduate with a minor in psychology, a student must: (a) complete six courses (as specified below), each with a grade of C- or better, and (b) earn at least a C average (2.0) in all psychology courses selected to fulfill the minor requirements outlined below. Although strongly discouraged, courses taken Pass-NoPass may count towards the minor in Psychology, as long as the grade originally earned in the class is "C-" or better. In order to graduate with a minor, a student must earn at least a C average (2.0) in all courses selected to fulfill the minor requirements, whether or not these grades are listed with a Pass on the transcript.

- Psychology 110: Introduction to Psychological Science
- Psychology 221: Research Methods and Statistics I
- Psychology 222: Research Methods and Statistics II
- Menu A (1 of the following 4 courses):
  - Psychology 255: Social Psychology
  - Psychology 330: Motivation & Emotion
  - Psychology 350: Psychopathology & Clinical Science
  - Psychology 375: Personality
- Menu B (1 of the following 5 courses)::
  - Psychology 310: Sensation and Perception
  - Psychology 320: Learning
  - Psychology 360: Cognitive Psychology
  - Psychology 370: Neuroscience: Brain to Behavior

- PSYC 385: Comparative Psychology

- 1 additional Psychology course

#### Additional Information on Curricular Planning:

In addition to the requirements outlined here, the department asks students to consider the following issues:

##### Science and Mathematics

Success in psychology is enhanced by substantial exposure to scientific and quantitative material. Therefore, psychology majors (especially those considering graduate work) are encouraged to take courses in other sciences and in mathematics.

##### Research

Psychology majors—especially those considering graduate study in psychology—are strongly encouraged to seek out additional research experiences. On-campus research opportunities include assisting a faculty member with his or her research, developing a research project in collaboration with a faculty member, and designing an independent project and conducting it under faculty supervision. Course credit may be granted for working in research labs (0.25 or 0.50-credit practicum projects), or for student-designed or collaborative research under the heading of a research project (one semester for 1.0 credit) or senior thesis (two semesters for a total of 2.0 credits). Such projects sometimes result in student-faculty coauthored publications. Off-campus research opportunities are made available to students through research internships.

##### Internships

Off-campus internships in social service agencies, hospitals, research labs and other applied educational, organizational, or legal settings allow students to cultivate skills in counseling, teaching, research and other areas in preparation for later professional training or employment.

##### Career Preparation

If you're interested in...

- Helping Professions: be sure to take PSYC 350 & 375. Also consider PSYC 210, 255, 330, 425, 455

- Education: be sure to take PSYC 210. Also consider PSYC 320, 360, 425
- Health Professions: consider taking PSYC 310, 320, 350, 370L, 385
- Business: consider taking PSYC 255, 345, 360
- Law: consider taking PSYC 205 & 255”

#### *Common Double Majors*

- Art
- Biology
- Economics/Business/Finance
- Education
- English
- History
- Music
- Neuroscience
- Politics
- Sociology/Anthropology
- Spanish
- Theater

#### *Common Minors*

- Digital Media Design
- International Relations
- Latin American and Latinx Studies
- Legal Studies
- Music
- Neuroscience
- Religion

- **Social Justice**

*The program's mission is to provide students with an outstanding education in psychology by helping them:*

1. develop a strong knowledge base in psychology
2. strengthen their scientific inquiry and critical thinking skills
3. learn to behave ethically and responsibly in a diverse world
4. improve their communication skills
5. use their psychological knowledge and skills to excel in college and prepare for life after graduation.

*The expected Student Learning Outcomes for the Psychology Department are:*

1. The psychology major will be able to demonstrate familiarity with concepts, theoretical perspectives, empirical findings, and historical trends across the major sub-disciplines of psychology.
2. The psychology major will demonstrate competence in the basic empirical methods used in the discipline including research design, analysis, and interpretation of research.
3. The psychology major will demonstrate familiarity with the biological underpinnings of behavior.
4. The psychology major will demonstrate familiarity with the social underpinnings of behavior.

## **Psychology Courses**

*PSYC 110: Intro to Psychological Science*

(Introduction to Psychological Science.) This course provides a broad, general introduction to the field of psychology, the scientific study of behavior. Topics surveyed include scientific methodology, biological bases of behavior, sensation and perception, states of consciousness, learning, thinking, memory, motivation and emotion, development, personality, stress and health, psychological disorders and psychotherapy, social interaction, and diversity. Satisfactory completion of Psychology 110 is a prerequisite for most advanced courses in psychology, which generally cover in greater depth and breadth the

topics you will encounter in this course. Three lectures and one laboratory per week. (This course satisfies Natural Science.)

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*PSYC 118: Our Amazing Brain*

This course will introduce students to the science behind how a human brain functions and produces behaviors. This amazing organ is composed of billions of neurons that form trillions of connections with each other. These neurons allow us to sense and perceive the world around us, integrate new experiences with old ones, form thoughts and actions, and develop consciousness and personality. In this course, students will discover how brain dysfunction is the root cause of many illnesses, including addiction, schizophrenia, depression, cancer, stroke, and Alzheimer's disease. Students will also have the opportunity to work with preserved brains. No prior experience with science is required to succeed in this course. No prerequisites. (This course satisfies Natural Science.)  
cross listed: NEUR 118, BIOL 118

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*PSYC 128: Medical Mysteries of the Mind*

(Introduction to Neuroscience: Medical Mysteries of the Mind.) This course is for beginning students interested in the study of neuroscience and in exploring the human brain in a rigorous interdisciplinary way. If you are intensely interested in how your brain helps you think, feel, sense, read, write, eat, sleep, dream, learn and move, this course is for you. You learn how brain dysfunction causes complex medical illnesses, like Alzheimer's, Stroke, Depression, and Schizophrenia. You meet Chicago's world-class neuroscientists through guest seminars and class-trips to famous laboratories. You debate ethical dilemmas that face society and dissect human brains. Lastly, you present your research on a brain topic at an interdisciplinary symposium and teach elementary children about how the brain works. One year each of high school biology and chemistry is recommended. Students who have taken BIOL130 will not receive credit for this course. Two discussion/lecture and two laboratory hours per week. No prerequisites. (This

course satisfies Natural Science and Speaking Intensive.)  
cross listed: NEUR 128, BIOL 128

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*PSYC 130: Deadly Shapes, Hostage Brains*

Age-related neurological diseases that hold our brain hostage are major 21st-century global health burdens and are among the most actively funded areas of medical research. In this course, students delve into primary literature through research projects that investigate how deadly protein shapes underlie complex neurodegenerative illnesses, like Alzheimer's, Huntington disease, and Parkinson disease and discover how little we still know, despite astonishing advances. Students dissect human brains to understand the underlying brain pathology. Trips to Chicago to visit neurology laboratories, neuroscience research centers, and attend a major neuroscience conference present the latest advances in neurological research. Additionally, students debate ethical dilemmas that face society as neuroscientists race towards solving current medical mysteries and experiment with potential new treatments. Students who have taken FIYS106 will not receive credit for this course. Two discussion/lecture and two laboratory hours per week. No prerequisites. (This course satisfies Natural Science and Speaking Intensive.)  
cross listed: BIOL 130, NEUR 130

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*PSYC 150: Foundations of Experimental Psych*

(Foundations of Experimental Psychology.) Foundations of Experimental Psychology is designed to develop a conceptual and quantitative understanding of experimental research in psychology. In this course, students gain experience with reviewing primary research articles, identifying the fundamental components of experimental design, replicating classic experiments, completing descriptive and inferential statistical analyses using SPSS, and communicating scientific research. This course is delivered via an online platform with video tutorials, readings, practice activities, quizzes, and a final exam. The course is self-paced and requires regular, independent work by the student. The instructor hosts several office hours to provide support for

students as needed. The course is intended to be a skills-building and preparatory course for subsequent enrollment into PSYC 221L (Research Methods & Statistics I), particularly for students who have not completed a laboratory-based introduction to psychological science course. Students who have taken PSYC 110L will not receive credit for this course. This 0.25-credit course is graded Pass-Fail and has no prerequisites.

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*PSYC 195: Cross-Cultural Psychology*

The subtle transaction between culture and behavior will be explored cross-culturally through the following topics: psychotherapy, a person's sense of self-control versus situational control of one's own behavior, need for achievement, stages in moral development, and management styles in work environments. Comparisons will emphasize data from the United States and Japan. No prerequisites. (This course satisfies Social Science and Global Perspective.)

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*PSYC 205: Psychology of Prejudice*

In this course we will explore psychological approaches to understanding stereotyping, prejudice, and discrimination--the psychology of prejudice, for short. We will examine research and theory on topics such as historical changes in the nature of intergroup attitudes; the prevalence of prejudice in the U.S. today; the impact of stereotyping and discrimination on members of stigmatized groups; likely causes of prejudice; the psychological processes underlying different forms of prejudice (e.g., based on race, ethnicity, class, religion, gender, sexual orientation, age, ability, or appearance); and methods of combating prejudice, encouraging acceptance of diversity, and improving intergroup relations. No prerequisites. (This course satisfies Social Science and Domestic Pluralism.)

cross listed: AFAM 205, AMER 201

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*PSYC 206: Human Sexuality*

This course focuses on psychological aspects of human sexuality, including the sexual response cycle, intimate relationships, sexual orientations and identities, and sexual health and disease. The course aims to familiarize students with methods used in scientific research on sexuality, to encourage them to think critically about sexual issues, to help them develop a better understanding of sexual diversity, and to enable them to become responsible sexual decision makers. Prerequisite: Sophomore standing required. PSYC 110 recommended. (This course satisfies Social Science.)  
cross listed: GSWS 206

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*PSYC 208: Psychology of Career Development*

How do people choose their jobs? Why do certain types of people gravitate toward certain types of occupations? How can people identify the careers in which they are most likely to be happy and successful? Questions such as these are central to vocational psychology, the scientific study of people's career choices and outcomes throughout the lifespan. In this course we will examine: (a) the major theories of vocational behavior; (b) individual differences and societal factors that shape people's career paths; (c) the relations among career, family, and other life roles; (d) assessment instruments used for career planning and decision making; (e) the career counseling process; and (f) the role of gender and culture in career choice and development. Students will also have some opportunities to explore their own career paths. Prerequisite: at least sophomore standing. PSYC 110 is recommended but is not required. (This course satisfies Social Science.)

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*PSYC 210: Developmental Psychology*

An examination of the principles of development with an emphasis on interpretation of empirical studies and theories. We stress the ongoing interplay of biological and environmental forces as influences on development; place development in a broad context of culture, class, and history; view



children and adolescents as active shapers of their environment; emphasize both continuity and the capacity for change; and consider implications of developmental psychology for educators, practitioners, parents and policymakers. Prerequisite: Psychology 110. (This course satisfies Social Science.)

cross listed: GSWS 210

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*PSYC 211: Adulthood and Aging*

Examination of developmental processes associated with adulthood, maturity, and aging. Examination of evidence for continued development throughout the life span. Evidence from a variety of sources is used in examining the person in terms of physical, psychological, social, and cultural influences on development. Prerequisite: Psychology 110. (This course satisfies Social Science.)

cross listed: GSWS 211

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*PSYC 215: Environmental Psychology*

Environmental psychology is the discipline concerned with interactions and relationships between people and their environments (including built, natural, and social environments). In this course we apply psychological methods and theories to a variety of issues and behaviors, considering such topics as landscape preference, wayfinding, weather, noise, natural disasters, territoriality, crowding, and the design of residential and work environments. We also explore images of nature, wilderness, home, and place, as well as the impact of these images on behavior. The course is grounded in empirical work, and incorporates observations and experiences in the local environment. No prerequisite. (This course satisfies Social Science.)

cross listed: ES 215

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*PSYC 221: Research Methods & Statistics I*

An introduction to the basic research methods and statistical techniques used in psychology. In the first semester, the primary focus will be on descriptive and relational methods (e.g., naturalistic observation, surveys, correlational designs) and descriptive statistics. In the second semester the primary focus will be on controlled experiments and inferential statistics. The course sequence includes a required laboratory component in which students gain hands-on experience using statistical software to analyze psychological data. Prerequisite for 221: Psychology 110 with a grade of at least C-. Psychology 221 and 222 must be taken in sequence. (This course satisfies Natural Science and Technology Intensive.)

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*PSYC 222: Research Methods & Statistics II*

An introduction to the basic research methods and statistical techniques used in psychology. In the first semester, the primary focus will be on descriptive and relational methods (e.g., naturalistic observation, surveys, correlational designs) and descriptive statistics. In the second semester the primary focus will be on controlled experiments and inferential statistics. The course sequence includes a required laboratory component in which students gain hands-on experience using statistical software to analyze psychological data. Prerequisite for 222: Psychology 221 with a grade of at least C-. Psychology 221 and 222 must be taken in sequence. (This course satisfies Quantitative Reasoning and Technology Intensive.)

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*PSYC 255: Social Psychology*

Survey of the major topics of inquiry in social psychology: attitudes, social cognition, attribution, social norms and roles, conformity, social influence, persuasion, group dynamics, aggression, altruism, interpersonal attraction, stereotyping and prejudice, and conflict and peacemaking. Emphasis on applying social psychological principles to real-world phenomena as well as

understanding basic research. Prerequisite: Psychology 110. (This course satisfies Social Science.)

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*PSYC 256: Moral Psychology*

Trying to understand the nature of morality, philosophers have theorized about the motivations for moral behavior, the cognitive processes behind moral judgment and decision making, and other morally relevant features of cognition. Moral psychologists empirically study moral cognition and inform these on-going philosophical debates. Framed by the major philosophical debates, this course reviews major topics in empirical moral psychology—like moral responsibility and blame, intentionality, free will, moral character, cross-cultural disagreement, virtue development, and more—and discusses the philosophical implications for ethics, moral cognition, and artificial agency. No prerequisites. (This course satisfies Social Science.)

cross listed: PHIL 256

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*PSYC 310: Sensation and Perception*

As you go through your day, you are constantly sensing and perceiving: You feel the warmth of the hot shower on your skin, you smell the aroma of the coffee in your cup, you taste the disagreeable tartness of your orange juice after brushing your teeth, you see the bright colors of the spring day on your way to class, you hear the words of your instructor and you organize them into coherent ideas. This course explores the anatomy and physiology of the sensory systems and the way in which the raw sensory signals become organized into meaningful perceptions. Prerequisite: Psychology 222 with a grade of at least C-.

cross listed: NEUR 310

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*PSYC 318: Psychology Applied to Education*

In this course, we examine a series of questions about how psychological knowledge can inform and improve education. What does psychology tell us about teaching and learning? How do we measure the success of various educational practices? What is the best way to describe the psychological processes by which students gain information and expertise? What accounts for individual differences in learning, and how do teachers (and schools) address these individual needs? How do social and economic factors shape teaching practices and the educational experiences of individual students? Some of our work in this course will involve reading and discussion; a significant portion of the time will be spent observing children in their educational environments. Prerequisites: Psychology 110 and at least sophomore standing.

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*PSYC 320: Learning*

This course examines the theoretical approaches, historical influences, and contemporary research in human and animal learning. In addition to providing a strong background in classical, operant, and contemporary conditioning models, this course explores the applications of these principles in a variety of contexts, such as behavioral therapy, drug addiction, self-control, decision-making, motor skill acquisition, and education. Furthermore, this course surveys the commonalities and differences across species in cognitive processes, such as memory, reasoning, problem-solving, and language. Prerequisite: Psychology 222 with a grade of at least C-.  
cross listed: NEUR 320

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*PSYC 330: Motivation & Emotion*

The broad range of motivations and emotions is studied including the relative contributions of learning, genetics, and critical periods in development. How and why did motivations and emotions evolve, and what are their bases in brain systems, hormones, and other aspects of physiology? Which of our

motivations involve accurate regulations to a 'set point' (such as body temperature and weight) and which do not? How does the great subtlety of human emotional expression develop? Includes consideration of competency, security, creativity, frustration, aggression, love, sexuality, and values. Prerequisite: Psychology 221 with a grade of at least C-. cross listed: NEUR 330

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*PSYC 345: Organizational & Industrial Psych*

The human side of management; why people work; increasing workers' motivation; enhancing the productivity of work groups; interpersonal relations in work settings; effective leadership in organizations. Prerequisite: Psychology 221 with a grade of at least C-.

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*PSYC 350: Psychopathology & Clinical Science*

This course is an introduction to the contemporary empirical science of psychopathology—or, more simply, the study of psychological disorders. Much of the course is devoted to learning about a wide range of diagnoses, including their associated clinical characteristics, proposed etiologies (causes), and treatments. We consider a variety of perspectives, paradigms, and methods, including the connections between biological, psychological, and social foundations of psychopathology. We reflect critically on the current state of our knowledge, including, crucially, what we don't yet know with confidence. We raise challenging questions: how do we even define “psychological disorder” in the first place? Are psychological disorders “just” brain disorders? What are the consequences (positive or negative) of being diagnosed with a psychological disorder? We also challenge common myths and stereotypes that pervade our social discourse and contribute to stigma. Throughout the course, we keep in mind that how we define and treat psychological disorders is a reflection of our evolving cultural and scientific paradigms—and has profound consequences for real people. Prerequisite: Psychology 221 with a grade of at least C-. cross listed: NEUR 350

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*PSYC 355: Community Psychology*

Community Psychologists study individuals in the contexts of their communities - e.g., families, peer groups, schools, workplaces, religious groups, culture, and society - and strive to engage collaboratively in research and community action work to ameliorate social problems, enhance the overall well-being of the community and its members, and make positive public policy changes. In this course, we will: (1) Consider the goals and roles of Community Psychologists; (2) Examine how social structures and community problems affect individuals' lives, and analyze our own underlying assumptions about these issues; (3) Consider the importance of diversity and psychological sense of community; (4) Explore methods & strategies for citizen participation and social change; and (5) Learn to use psychological research to inform social policy change and prevention efforts. Topics may include: Family Violence; Foster Care; Racism & the Justice System; Community Organizing for Rights (e.g., Civil Rights, Workers' Rights, Women's Rights); Community Organizing Against Harms (e.g., Hazardous Waste); Community Mental Health; Poverty & Homelessness; Children and Welfare Reform; Community Violence Prevention; Adaptation and Coping with Disaster (e.g., 9/11, Hurricane Katrina); and Advocacy on Capitol Hill - The Tobacco Lobby and Teenage Smoking. Prerequisite: Psychology 110 or equivalent. .

cross listed: GSWS 355

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*PSYC 360: Cognitive Psychology*

Surveys the history, philosophy, and research surrounding selected issues in cognitive psychology, including perception, attention, memory, language, imagery, reasoning, problem-solving, and decision-making. Students will learn what is currently known about these topics, the problems facing researchers, and how researchers go about solving these problems. They also will be given the opportunity to experience cognitive psychology research first-hand, as they participate in classic experiments and learn to analyze, interpret, and

write up their results. Prerequisite: Psychology 222 with a grade of at least C-.  
cross listed: NEUR 360

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*PSYC 365: The Neuroscience of Sleep*

Why do we sleep? Despite the fact that we spend a third of our lives sleeping, neuroscience research has only just begun to answer this fundamental question. In this course, we delve into the fascinating field of brain-based research by investigating several sleep-related topics (e.g., sleep across species, the role of sleep in cognitive functions, sleep disorders, and dreaming). We explore these topics through the lens of contemporary neuroscientific work, so the majority of class time is dedicated to student-led presentations and discussions of primary research articles. Outside of class, students conduct independent research on a niche sleep-related topic, ultimately developing a thorough literature review and an original grant proposal. Prerequisites: BIOL 221 and PSYC 110 or permission of the instructor. (This course satisfies Natural Science.)  
cross listed: NEUR 365, BIOL 365, BMB 365

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*PSYC 370: Neuroscience: Brain to Behavior*

Neuroscience, the scientific study of the nervous system, is an inherently interdisciplinary field involving multiple levels of analysis. This course serves psychology students, as a natural science menu option, and neuroscience students, as the second course in the two-part core neuroscience sequence. This course approaches the study of brain, mind, and behavior from systems-level and behavioral perspectives. Current issues are examined within an integrative framework that begins with a focus on neuroanatomy, functional neural circuits, and diffuse modulatory neurotransmitter systems. This lays the groundwork for later study of the neural substrates of motivated behaviors (e.g., eating, sex, drug use), learning, memory, emotion, as well as aspects of neurodevelopment and neuroplasticity. Research methods and tools of behavioral neuroscience are featured throughout the course, through careful examination of primary journal articles and through hands-on experiences in

weekly laboratory sessions. Three discussion and two laboratory hours per week. Prerequisite: Psychology 221 with a grade of at least C-.  
cross listed: NEUR 302

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*PSYC 372: Pharmacology: Drug, Brain, Behavior*

In this course, we will explore ideas and principles regarding neuronal communication and drug interactions that govern behavior. We will explore communication patterns of both electrical and chemical signaling, define complex dynamics of drug distributions and identify how these processes are influenced by individual genetics. This class will also investigate the interaction between neurotransmitters and drugs at specific neuronal receptors, which will be discussed from the perspective of agonism and antagonism. We will use these principles to guide our understanding of pharmaco-therapeutics that are focused on symptom targeting. Students will also have the opportunity to discuss clinical cases and participate in the development of strategic therapeutic approaches based on current research towards the treatment of psychiatric and neurological disorders. Prerequisites: PSYC110 and BIOL221 with a grade of at least C-, or permission of instructor.  
cross listed: BIOL 372, NEUR 372, BMB 372

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*PSYC 375: Personality*

“What do we know when we know a person?” (McAdams, 1995). In what ways are they like other people we know – and in what ways are they different? What factors contribute to these similarities and differences, and what are their consequences? Personality psychology takes on these fundamental questions having to do with what makes us who we are. It is, in other words, a science of psychological diversity. In this class, we focus predominantly on contemporary topics in personality psychology, including trait theory and the Big 5, stability and change across the lifespan, and self-concept. We consider multiple influences on personality, ranging from genetics to culture. Throughout, we foreground empirical research as our primary tool for interrogating personality. As in all areas of psychology, there are many



unanswered and unsettled questions about psychology; as such, you are encouraged to think critically about the current state of this complex and evolving area of research. Prerequisite: Psychology 221 with a grade of at least C-.

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*PSYC 385: Comparative Psychology*

In this course, students explore the key themes and classic studies of comparative psychology - the psychological investigation of the similarities and differences of animal species. Psychology and neuroscience research depends on studies using nonhuman species to examine both experimental and clinical topics. This course covers the types of comparisons made in the discipline, the overarching questions that provide structure to the field, and the more recent expansion of new technologies and taxonomic scope that comparative psychology has experienced. During the course, students both critique and implement the way in which comparative psychology bridges both subfields of psychology (e.g., neurophysiology, cognition, emotion, perception) and other realms of social sciences and natural sciences (e.g., ethology, behavioral economics, evolutionary biology, artificial intelligence). Prerequisite: Psychology 221 with a grade of at least C-.  
cross listed: NEUR 385

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*PSYC 388: The Malleable Brain*

(The Malleable Brain: Mechanisms of Neural Plasticity) This course studies the remarkable fact that the brain is malleable or changeable. Neurons are constantly altering their behavior at a cellular and molecular level to help us learn, remember, and adapt to new situations. This neuronal plasticity is an essential mechanism of the normal functioning brain but, when plasticity is aberrant, disease is likely to occur. We will examine the mechanisms of neuronal plasticity, probe current techniques utilized by researchers, and evaluate primary research articles. We will consider how plasticity contributes to the learning and encoding of new information throughout the lifespan, as well as how aberrant plasticity contributes to disorders such as post-traumatic

stress, addiction, epilepsy, and Alzheimer's disease. We also will explore how these disorders are currently treated with drugs and therapy. Prerequisites: BIOL 221 and PSYC 110 or permission of the instructor.  
cross listed: NEUR 388, BIOL 388

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*PSYC 410: History and Systems of Psych*

This course overviews psychological thought and methodology from the emergence of the discipline out of philosophy and the natural sciences to the social science we know today. You will learn about prominent psychological theories and methodologies from a historical perspective. A major focus will be on experimental psychology as it began in 19th century German universities and continued in the United States. The other main focus will be on the development of applied fields such as clinical psychology and industrial/organizational psychology. We will read original works by significant historical figures in psychology, as well as papers by historians. Special attention will be given to the recurring controversies that have fueled debate and motivated research on the nature and origins of human behavior and mental processes. In addition, you will be introduced to the process of historiography, i.e. the theory and methods that underlie the research and writing of history. Prerequisite: Psychology 222 with a grade of at least C- or senior standing in another major or permission of the instructor. Preference in registration to graduating seniors majoring in psychology.

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*PSYC 415: The Neuroscience of Emotion*

This seminar explores the neurobiological and psychological underpinnings of emotional processing, aiming to obtain a deeper understanding of how the brain generates, modulates, and restrains emotion, and what happens when these processes go awry. The course delves deeply into the primary literature examining the neuroscience of fear, anxiety, aggression, anger, and pleasure. The course involves discussions stemming from scientific literature, student presentations, short lectures, examinations, and a substantial written literature review project. Prerequisites: PSYC 222 with a grade of at least C- or

advanced standing in another major, with permission of the instructor.  
Preference in registration to graduating seniors majoring in neuroscience.  
(This course satisfies Natural Science and Senior Studies.)  
cross listed: NEUR 415

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*PSYC 420: The Neuroscience of Reward*

"Reward" is a concept with which most people are familiar: a hard-earned vacation at the end of a grueling work schedule, an A grade on a particularly challenging academic assignment, a good meal and a glass of wine after a long day's work. However, this everyday usage of the term belies its complexity. In this course, we will explore "reward" from behavioral and neurobiological perspectives, often focusing on associative learning paradigms that allow for careful dissection of appetitive and consummatory behaviors. We will consider the underlying neural circuitry that enables individuals to learn about rewards and cues that signal these motivationally significant events. Our analysis will emphasize the similarities and distinctions between natural reward and drug reward. Prerequisite: PSYC 222 with a grade of at least C- or advanced standing in another major, with permission of the instructor. Preference in registration to graduating seniors majoring in psychology or neuroscience.  
cross listed: NEUR 420

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*PSYC 425: Psychology of Stress*

This seminar explores the topic of stress and its influence on behavior and neurobiology. Specifically, this course covers the physiology of the stress response, the history of stress research, and the influence of stress on: physical and mental health, social behavior, reproduction, food intake, learning and memory, and neurogenesis. The goal of the course is to learn about the interactions among stress, hormones, brain, and behavior in humans and nonhuman animals. Through lecture, discussion, and presentations, students learn to critically evaluate empirical articles and to form a thorough empirical research proposal. Prerequisite: PSYC 222 with a

grade of at least C- or advanced standing in another major, with permission of the instructor.. Preference in registration to graduating seniors majoring in psychology. (This course satisfies Senior Studies.)

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*PSYC 430: Psychology and Law*

An examination of psycholegal research, theory, and practice. Sample topics include: psychological testing in education and employment; clinical assessments of insanity, competence, and dangerousness; eyewitness testimony; polygraphs and lie detection; psychological profiling; the psychology of false confessions; psychologists as trial consultants; jury decision making; capital punishment; and discrimination in the legal system. As we survey the field we will consider how psychology can help the law and how studying the law enriches psychology. Prerequisite: Psychology 222 with a grade of at least C- or advanced standing in another major, with permission of the instructor. Preference in registration to graduating seniors majoring in psychology.

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*PSYC 435: Adolescence and Emerging Adulthood*

This course focuses on psychological, social, cognitive, and physical development during adolescence and emerging adulthood. We explore some of the major challenges of this developmental period including identity development, sexual maturation, and the increasingly important role of social relationships. We focus on classic and contemporary theories of development as well as recent empirical studies of factors that influence development, such as social media exposure, substance abuse, and structural biases in the work force. Through lecture, peer-led discussions, and writing, students examine the impacts of society on individual development and the roles adolescents and emerging adults play in the home, school, and broader social context. Prerequisite; Psychology 222 with a grade of at least C- or advanced standing in another major, with permission of the instructor. Preference in registration to graduating seniors majoring in psychology.

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*PSYC 440: Social Cognition*

This seminar explores the basic cognitive processes that govern how people understand themselves and others, and how these processes guide human social interaction. Sample topics include impression formation, benefits and pitfalls of efficient thinking, automaticity in behavior, motivated cognition, face perception and memory, cognitive approaches to prejudice reduction, and the emerging field of social neuroscience. The goal of the course is to develop an appreciation of the cognitive mechanisms (e.g., attention, perception, memory) that underpin social thought and behavior.. Prerequisite: Psychology 222 with a grade of at least C- or advanced standing in another major with permission of the instructor. Completion of PSYC 255 is strongly encouraged but not required. Preference in registration to graduating seniors majoring in psychology.

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*PSYC 450: Health Psychology*

This course explores a variety of research and clinical issues in health psychology. Representative topics include the role of behavior in health and disease, the neurobiology of emotion, the major stress-related and behavior-related disorders (e.g., coronary heart disease, cancer, headaches, AIDS), prevention strategies, and psychologically based treatment approaches. Our primary focus will be a methodological and conceptual analysis of the health psychology literature, which we will consider from a scientific perspective. An understanding of these issues, however, should help you become a more critical consumer of health information and health advice offered by the media, and may inspire you to make positive changes in your own health-related behavior and lifestyle. Prerequisite: Psychology 222 with a grade of at least C- or advanced standing in another major, with permission of the instructor. Preference in registration to graduating seniors majoring in psychology or neuroscience.

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*PSYC 455: Mental Illness and Recovery*

(Narratives of Mental Illness and Recovery) Most people at some point in their lives will meet criteria for a diagnosable mental disorder. Yet, stigma and stereotypes are pervasive, while personal stories of mental illness frequently go untold or unheard. In this course, we will read and discuss first-hand accounts of mental illness—primarily autobiographical memoirs—alongside empirical research and theory. We will critically examine this narrative genre, including both its potentially transformative power and its various limitations. The central goal of this course is to develop an appreciation for the complexities and importance of lived experience, with potential implications for clinical practice, research, and public policy. Prerequisite: Psychology 222 with a grade of at least C- or advanced standing in another major, with permission of the instructor. Preference in registration to graduating seniors majoring in psychology or neuroscience.

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*PSYC 460: Psychology of Language*

(Offered Less Frequently) Every major theoretical approach to human behavior has attempted to explain how humans learn and use language. Information-processing theories and computer models of the mind have had an impact on ancient questions concerning verbal behavior. Topics covered include philosophy of language, history of psycholinguistics, the influence of context, common ground and world knowledge in language understanding, lexical processing and lexical ambiguity, syntactic processing, inferences in discourse processing, speech acts, pragmatics, figurative language, conceptual metaphors, and poetic metaphors. Readings include original journal articles and manuscripts in preparation that illustrate the 'cutting edge' controversies in contemporary psycholinguistics. Prerequisite: Psychology 222 with a grade of at least C- or advanced standing in another major, with permission of the instructor. Preference in registration to graduating seniors majoring in psychology.

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*PSYC 465: Drugs, Substance Use, and Addiction*

This senior seminar involves the study of psychoactive drugs used both for recreational and therapeutic purposes. In this course, we cover the foundational principles of psychopharmacology, current trends in substance use, the diagnosis and treatment of substance use disorders, and the models of addiction. We discuss how individual drugs function, address the complex psychological, social, and biological factors that influence substance use, and explore the major theories of addiction. We use primary literature to examine drug use from multiple perspectives. Over the course of the semester, students will 1) present articles and lead peer discussion of empirical research, 2) compose a review examining a specific drug of their choosing, and 3) submit a research proposal outlining a novel preclinical or clinical experiment. Prerequisite: PSYC 222 with a grade of at least C- or advanced standing in another major, with permission of the instructor. Preference in registration to graduating seniors majoring in psychology or neuroscience. (This course satisfies Senior Studies.)  
cross listed: NEUR 465

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*PSYC 470: Gender-Based Violence*

Gender-based violence is a global problem that occurs in many forms (e.g., dating violence, intimate partner violence, and sexual assault). In this course we examine psychological research and theory on gender-based violence perpetration, prevention, and treatment. In this examination, we consider: the prevalence of gender-based violence; the influence of the media influences; the roles of ethnicity, sexual orientation, and culture; the effects of gender-based violence on mental and physical health; and the helpful and unhelpful ways in which communities respond to such violence. Prerequisite: Psychology 222 with a grade of at least C- or advanced standing in another major, with permission of the instructor. Preference in registration will be given to graduating seniors majoring in psychology. (This course satisfies Senior Studies and Domestic Pluralism.)

# Public Policy

## Faculty

*Robert Lemke*

Professor of Economics  
Morten Chair of Public Policy

*Danielle Cohen*

Instructor in Politics and History

*David Boden*

Associate Professor of Sociology

*Stephanie Caparelli*

Assistant Professor of Politics

*Ajar Chekirova*

Assistant Professor of Politics

*Danielle Cohen*

Instructor in Public Policy

*Zachary Cook*

Assistant Professor of Politics

*Tilahun Emiru*

Assistant Professor of Economics



*Amanda J. Felkey*

Professor of Economics

### **Minor in Public Policy**

No major is available.

Requirements for the Minor

*Students must take all three required classes.*

ECON 110 Principles of Economics  
ECON 255 The Economics of Public Policy  
POLS 150 Public Policy Studies (Formerly POLS 226)

*Elective Classes*

Students must take three classes from the menu of classes listed below.

*Double-Counting classes*

Four of the above six credits must “stand alone” and not count toward both a student’s minor and major requirements. Additionally, at most three of the six credits taken to satisfy the minor can have the same prefix, including cross-lists.

*Menu of Elective Classes*

AFAM/AMER 235: Racism and Ethnic Relations  
COLL 107: Community-Based Learning (0.50 credits)  
COMM 287: Media Systems and Institutions  
COMM 381: History and Theory of Freedom of Expression  
COMM 389: Political Economy of Media  
ECON 208: Systemic Racism in the US Economy  
ECON 310: Industrial Organization  
ECON/GSWS 320: Labor Economics  
ECON 325: Economics of Land

ECON/ES 340: Environmental and Natural Resource Economics  
ECON 345: Economics and Law  
ECON 350: Public Finance  
ECON 360: Health Economics  
ECON 381: Economics of Development  
ECON/BUSN 410: Markets, Public Policy, and Society  
ECON 430: International Trade Theory and Policy  
ECON/BUSN/GSWS 465: Poverty, Inequality, Discrimination  
ECON/BUSN 489: Globalization and Its Impact  
EDUC 220: Philosophy of Education  
EDUC 310/ETHC 340: Equity and Social Justice in Education  
EDUC 320/ETHC 330/SOAN 344: Comparative and International Education  
EDUC 322/SOAN 343: Education and Developing Countries  
ES 210: Environmental Ethics  
ES/PSYC 215: Environmental Psychology  
ES 236/POLS 237: Environmental Politics and Policy  
ES 361/POLS 368: Environmental Law  
HIST 235/AMER 263/ES 263/URBS120: American Cities  
HIST 239/AMER 270/EDUC 239: History of Education in American Society  
HIST 306/AFAM 361/AMER 361: Civil Rights Movement  
HIST 312/AMER 355: Immigration in US History  
HIST/AFAM/AMER 319: Protest and Police in US History  
PHIL/GSWS 200: Philosophy and Gender  
PHIL 220: Philosophy of Education  
PHIL 240: Philosophy of Law  
PHIL 242: Catastrophe & Risk: The Philosophy of Insurance  
PHIL 245: Philosophy of Humans and Animals  
PHIL/AFAM 255: Philosophy of Race and Racism  
PHIL/ETHC 276: Social Justice and Human Rights  
PHIL/ETHC 277: Identities, Rights, Social Justice  
POLS/AMER 221: The Presidency  
POLS/AMER 222: Congress  
POLS 223 LGBTQ Politics  
POLS 224/AMER 225: Mass Media and American Politics  
POLS 225/AMER 242: Influence and Interest Groups  
POLS 228: Voting Rights  
POLS 233: Chicago Politics  
POLS 234: Urban Politics  
POLS 240/AMER 241/IREL 240: American Foreign Policy  
POLS 243: Fake News, Free Speech  
POLS/IREL 247: Transnational Social Movements

POLS 254 Ethics and Public Policy  
POLS 265/AMER 277: Immigration Law and Policy  
POLS 317: International Political Economy  
POLS 345: Migration and Citizenship  
POLS/IREL 347: Global Governance  
PPCY 200: Public Policy Incubator (Formerly PPCY 100)  
PPCY 300: Public Policy Workshop (0.50 credits)  
PSYC/GSWS 355: Community Psychology  
PSYC 430: Psychology and Law  
PSYC 450: Health Psychology  
PSYC 470: Gender-Based Violence  
RELG 239: Religion, Biology, and Public Health  
SOAN 235: Racism and Ethnic Relations  
SOAN 240: Deviance  
SOAN 290: Social Problems & Social Policy  
SOAN 395: Sociology of Law

A pre-approved internship related to public policy can be used to satisfy one of the three elective classes, as long as the internship is completed for at least one credit. Contact Prof. Lemke prior to starting the internship to receive pre-approval (1 credit per internship experience).

*PPCY 107: Community-Based Learning*

In this course, students prepare to make the most of community-based and public leadership internships to develop professional skills. In non-profit organizations, the likelihood of being involved from the beginning of your internship in meaningful projects, team-based learning, and product/program development are high. These types of opportunities require “soft skills” such as good communication, problem solving, project management, and, most importantly, the ability to reflect and build on experiences without losing momentum on projects. In this half credit course, students analyze and develop their emotional intelligence, conflict resolution skills, interpersonal skills, and time management tools and practices. Students develop an internship search plan, and practice networking and interviewing for such experiences. By the end of this course, students not only have a plan for making the most of their public service internship, they have the confidence to do so.

cross listed: COLL 107

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*PPCY 150: Public Policy Studies*

This course focuses on how public officials address policy problems, and why they select the solutions they do. We examine the public policymaking process, paying particular attention to the role played by political actors (elected officials, interest groups, governmental agencies) seeking to influence the tone and direction of policy. Attention will also be paid to how particular policy issues and problems gain (or fail to gain) the public's attention, including the role that political elites and the media play in agenda setting. Finally, the course assesses the effects of public policies on citizens' lives. In doing so, students will assume the role of "policy analyst," learning how to write briefs in which they evaluate various policy reforms. In sum, students will gain the necessary tools to systematically assess when a public policy is achieving its desired goals and whether it is being implemented effectively and efficiently. No prerequisites. (This course satisfies Social Science.)

cross listed: POLS 150

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*PPCY 200: Public Policy Incubator*

This course emulates the kind of work taking place at thinktanks, non-government organizations, government agencies, and political offices. After a four-week introduction to a particular public policy issue, students work to produce white papers on an array of issues. Policy and industry leaders are called upon to help students hone their analysis in ways that allow for real-world consideration and discussion by policy makers. Teams produce white papers and develop presentations of their analyses. All teams are required to submit their work to the College's annual Public Policy Challenge. White papers are also presented to external policy makers. (A maximum of 2 practicum project credits is allowed towards graduation.) Prerequisite: ECON 110, POLS 120, POLS 226, or POLS 260 or permission of instructor

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*PPCY 254: Ethics and Public Policy*

This course examines the philosophical and ethical foundations of various controversies that arise in the development and application of contemporary public policy. After surveying a wide range of classic ethical theories and perspectives, students apply these to a variety of sometimes vexing and challenging questions in public policy. These questions include: Are certain taxation schemes fairer than others? To what extent can states limit immigration? Is the regulation and/or limitation of abortion permissible? Is affirmative action ethically sound? More than anything, students gain the conceptual tools and frameworks to develop their own independent critically informed answers to these and other questions. (This course satisfies Social Science.)

cross listed: POLS 254

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*PPCY 255: Economic Analysis of Public Policy*

This course introduces students to the economic methods used in policy making and evaluation. The course examines efficiency and equity rationales for enacting policy. Case studies are used to introduce current issues and policy proposals. Students learn how to identify and account for positive and negative externalities, and how to apply cost-benefit analysis and other policy evaluation techniques. Case studies are chosen from a variety of areas, including inequality, economic growth, regulation, and the provision of services, among others. Prerequisite: ECON 110. (This course satisfies Social Science.)

cross listed: ECON 255

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*PPCY 300: Public Policy Workshop*

In this course, students work independently and in groups on a particular policy issue. They produce white papers and develop presentations of their analyses. This class is largely a self-guided extension of PPCY 200: Public Policy Incubator, with the same access to outside policy makers, consultants,

and industry leaders. All students are required to submit their work to the College's annual Public Policy Challenge. White papers are also presented to external policy makers. Prerequisite: PPCY 100 or PPCY 200

## **Learning Outcomes**

### **Programming Statement**

The minor in Public Policy Studies emphasizes experiential learning to help students pursue careers in government, non-government organizations, non-profit organizations, and the private sector. The curriculum initially immerses students in issues of the day and shows them how to ask important questions and how to evaluate all sides of an issue. Upper-level seminars require students to analyze policy issues for themselves, to use that analysis in the development of policy proposals, and to further consider strategies to implement their proposed solutions. Each faculty member works proactively to create personalized learning opportunities for students, and we engage elected and appointed officials at all levels of government as well as policy stakeholders in order to provide mentorship opportunities for students who wish to pursue particular areas of policy.

Lake Forest College also provides regular opportunities for the entire campus community to engage in policy discussions. We sponsor leaders from academic, industry, and government backgrounds to give talks and engage in lively debate on campus. Every student has the opportunity to take a seminar on a topic of particular interest with diverse topics being offered each semester. The College hosts an annual campus-wide competition in which teams of students compete by developing, presenting, and defending their own solution to an urgent societal issue. The College also funds student research and internships.

### **Program Goal 1:**

Students minoring in public policy will be able to assess whether policies have achieved their stated goals.

- SLO 1.1: Students will articulate whether a policy achieved its stated goal as assessed in ECON 255.

- SLO 1.2: Students will evaluate a cost-benefit analysis of a policy and be able to articulate strengths and weaknesses of the CBA as assessed in ECON 255.

**Program Goal 2:**

Students minoring in public policy will be able to persuasively present analysis of a policy issue in both written and spoken form.

- SLO 2.1: Students will write a persuasive analysis of a policy issue as assessed in POLS 226.
- SLO 2.2: Students will present a persuasive analysis of a policy issue as assessed in POLS 226.

**Program Goal 3:**

Students minoring in public policy will know the process required to move a proposed solution through the legislative process to implementation.

- SLO 3.1: Students will identify the process required to move a proposed solution through the legislative process to implementation as assessed in POLS 226.

# Religion

## Faculty

*Benjamin Zeller*

Professor of Religion  
Chair of Religion

*Anya Golovkova*

Assistant Professor of Religion

## Major and Minor in Religion

The Major and Minor in Religion were redesigned in 2016. All students must follow this set of requirements if they matriculated in the fall semester of 2016 or thereafter (see left navigation bar for requirements before Fall 2016). Two courses taken Pass-NoPass may count towards the major in Religion. The senior studies requirement cannot be taken Pass-NoPass. There are no limits for minors.

*Requirements for the Major:*

At least 9 credits

- 2 courses in religious communities including at least 1 Abrahamic and 1 Asian tradition:

Abrahamic traditions:

- - Religion 211: What is "Jewish"?
  - Religion 212: Global Christianity
  - Religion 213: Global Islam
  - Religion 225: Islam in America

Asian traditions:



- - Religion 214: Avatars, Goddesses, and Demons
  - Religion 215: Buddhist Paths to Nirvana
  - Religion 216: Chinese Religions
  - Religion 226: Religion and Gender in South Asia
- 4 thematically-focused religion (RELG) courses at the 200 or 300 level. At least one of these courses must be at the 300-level. One of these courses may be taken in a discipline other than religion from a list of courses with significant religion content. Courses that fulfill this requirement may be selected in consultation with the Religion department advisor from the list on the Major/Minor Requirements webpage. Courses that fulfill this requirement include:

- - RELG 218: Buddhism and Social Activism
  - RELG 220: Islam and Pop Culture
  - RELG 223: Does God Exist?
  - RELG 224: Islam and Science
  - RELG 226: Religion and Gender in South Asia
  - RELG 230: Religion and Politics
  - RELG 231: Global Astrologies and Religion
  - RELG 234: Witches, Preachers, and Mystics
  - RELG 235: Religion in Contemporary America
  - RELG 236: Religion and Politics in the USA
  - RELG 237: African American Religions
  - RELG 238: Religion, Space, and Architecture in Chicago
  - RELG 239: Religion, Biology, & Public Health
  - RELG 240: Religious Perspectives on the Environment
  - RELG 241: Religion & Science

- RELG 242: Cults, Sects, and Communes
- RELG 243: Religion and Popular Culture
- RELG 244: Death and the Afterlife in the Ancient World
- RELG 245: Faithful to the Very End: Martyrdom in Early Christianity
- RELG 247: War and Violence in Islam
- RELG 248: Crusades and Holy War in Medieval Europe
- RELG 255: 21st Century Islam
- RELG 256: Religion, SciFi, AI, and Non-Human
- RELG 307: Roman & Medieval Christianity
- RELG 310: Islamic Mysticism
- RELG 314: Hindu Pilgrimage: India and Chicago
- RELG 316: Walking to Heaven: Pilgrimage Asia
- RELG 319: European Reformations 1200-1600
- RELG 335: Religion and Food
- RELG 355: Exhibiting Religion in the Museum

Courses in a discipline other than religion, one of which can fulfill this requirement, include:

- ARTH 205: All That Glitters: Byzantine Art
- ARTH 211: Medieval Art
- ARTH 212: Italian Renaissance Art
- ARTH 215: Reformation to Revolution 1600-1800
- ARTH 223: Northern Renaissance Art
- ARTH 226: Colonial Latin American Art
- ARTH 286: Islamic Art: Ottomans and Safavids
- ARTH 306: Buddhist Arts of Asia
- ENGL 203: Early American Literature
- ENGL 204: Nineteenth Century American Literature

- ENGL 206: American Environmental Literature
- ENGL 210: Ancient and Medieval Literature
- ENGL 219: Malcolm & Martin: The Literature of Peace & Resistance
- ENGL 346: Jewish-American Literature
- HIST 246: Renaissance and Reformation
- HIST 282: The Pre-Modern Body
- MUSC 360: Music History I
- PHIL 250: Philosophy of Religion
- PHIL 275: Desire and Discipline: Asian Morals
- POLS 311: Political Systems: Islam World
- POLS 313: Political Islam
- POLS 361: The First Amendment
- POLS 365: Civil Liberties
- SOAN 223: Sociology of Islam (formerly SOAN 322)
- SOAN 260: History of Social Thought
- SOAN 348: Paranormal and Supernatural
- SOAN 390: Sociology of Religion
- 2 elective religion (RELG) courses at any level
- Senior Studies Requirement to be completed in one of the following ways:
  - RELG 492: Senior Seminar (Offered every other year)
  - RELG 493: Research Project
  - RELG 494: Senior Thesis

*Requirements for the Minor:*

At least 6 credits

- 2 courses in religious communities including at least 1 Abrahamic and Asian tradition:

### Abrahamic traditions:

- - Religion 211: What is "Jewish"?
  - Religion 212: Global Christianity
  - Religion 213: Global Islam
  - Religion 225: Islam in America

### Asian traditions:

- - Religion 214: Avatars, Goddesses, and Demons
  - Religion 215: Buddhist Paths to Nirvana
  - Religion 216: Chinese Religions
  - Religion 226: Religion and Gender in South Asia
- 3 thematically-focused religion (RELG) courses at the 200 or above. See courses in this category listed for the major. At least one of these courses must be at the 300-level. Any one course in a discipline other than religion with significant religion content at the 200 or 300 level may also be used. See courses in this category listed for the major.
- 1 elective religion (RELG) course at any level

### Learning Outcomes

Religion majors will demonstrate analytical and critical reasoning skills required for the academic study of religion. Specifically, religion majors will demonstrate knowledge of:

1. Basic beliefs, practices, and community structures of different religious traditions, both historically and as part of the dynamic flow of contemporary global society.
2. Frameworks for the reading and analysis of primary source religious texts.
3. Research methodologies for examining religious issues as expressed in historical and contemporary literature.

4. Structures for the discussion of religious ideas and religious questions in a way that encourages the cross-fertilization of ideas, deeper understanding of contrary perspectives, and respect for difference.
5. Methods for examining how religious thinking intersects with everyday decisions arising in relation to social, cultural, political, and philosophical issues.

## Religion Courses

### *RELG 110: Intro to the Study of Religion*

(Introduction to the Study of Religion.) Have you ever wondered what it's like to be an agent of change at a pivotal time in history? Do you have what it takes to ignite the imagination of others, to inspire and to lead, or to be a poet of revolutionary change? In this course, you learn about the academic study of religion and examine how religious texts are interpreted in specific contexts in pivotal moments in time while participating in historical role-playing games, which use an innovative methodology called Reacting to the Past. Students research and articulate opinions of historical characters (e.g. Mahatma Gandhi, Joan of Arc, Galileo, Darwin, Anne Hutchinson, Henry VIII), while learning to express themselves with clarity, precision, and force. No prerequisites. (This course satisfies Global Perspective and Speaking Intensive.)

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### *RELG 118: Comparative Religious Ethics*

This course introduces the sources and patterns of moral reasoning within different religious traditions, both Western and non-Western. Participants compare arguments advocating specific positions on such issues as the morality of war, nature of corporate ethics, treatment of the environment, bio-ethical decision-making, rights of animals within a society, and the responsibility of government to protect its constituents. (This course satisfies Humanities and Global Perspective.)

cross listed: ETHC 118

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*RELG 160: Introduction to Asian Religions*

This course examines religious identities and practices in various regional contexts of Asia, including those described as Hindu, Buddhist, Jain, Sikh, Confucianist, and Islamic. Students learn about complex interrelations of these traditions within a wider global context and examine their modern expressions. Students read scriptural texts and analyze the diversity of their interpretations while participating in historical role-playing games, which use an innovative methodology called Reacting to the Past. Students research and articulate opinions of historical characters, while learning to express themselves with clarity, precision, and force. No prerequisites. (This course satisfies Global Perspective and Speaking Intensive.)  
cross listed: ASIA 160

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*RELG 175: Early Christianity*

This course will offer a general introduction to the history of Christianity in the first two centuries of the Common Era, tracing the evolution of the movement from its beginnings as a sect within Second Temple Judaism to its emergence as a distinct religion in the Greco-Roman world. The course will also examine the role of major figures, beliefs, practices, phenomena and developments during the first two centuries. Special attention will be given to (1) the social, political, religious, and, philosophical milieu in which Christianity emerged, (2) the scholarly quest for 'historical Jesus,' (3) the significance of Paul and the growth of the movement (4) the relationship between Judaism and Christianity and (5) the various sects and conflicts in the first two centuries. (This course satisfies Humanities and Global Perspective.)

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*RELG 180: Religion, SciFi, and Fantasy*

(Religion, Science Fiction, Fantasy) Of the literary genres, perhaps science fiction and fantasy best allow creative artists to imagine real and possible answers to the deep religious questions that have historically driven philosophers, theologians, and thinkers. Who are we? What do we want?

Where did we come from? How does everything end? What is the meaning of life, the universe, and everything? In this class we examine science fiction and fantasy short stories, motion pictures, novels, and television programs to ask how creative artists and wider society have asked and answered these questions. We also consider how science fiction and fantasy have commented on and mirrored real-world religions. No prerequisites. Intended for first-year students and sophomores only. (This course satisfies Humanities.)  
cross listed: ENGL 180

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*RELG 185: Film and Religion*

Viewing films as meaningful texts, this course examines the perspectives offered by Asian and American filmmakers on such religious questions as: What does it mean to be human? How does death inform the living of life? How do values shape relationships? What is community and how is it created? What is ethical behavior? The range of films explored here function as vehicles for entering religious worldviews, communicating societal values, and probing different responses to the question of how to live a meaningful life. No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: ASIA 185, CINE 185

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*RELG 200: Topics*

(Spring 2022 Topic: American Radicals.) Radicalism has a long history and powerful contemporary place in American society. Political and religious radicals exert major influence on everything from the founding of the country to the most recent elections. This course tracks a series of radical movements in America, focusing on those that demonstrate political and religious extremism. Some examples include the Weather Underground, Nation of Islam, and Christian Nationalism. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

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*RELG 202: The Bible as Literature*

The Bible—a multi-authored, multi-faceted, and multi-vocal ancient text, which has continued to be printed at a rate of over 100 million copies a year many centuries after its first compilation—is considered by many to be the most influential text in Western literature. This course will introduce students to the Bible—the Hebrew Bible and Christian Scriptures (Old and New Testament)—as a literary text in its own right, worthy of close reading and textual analysis. No prerequisites. (This course satisfies Humanities.)  
cross listed: ENGL 202

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*RELG 204: Japanese Animism, Anime and Manga*

This course addresses questions concerning ‘animism,’ with a special focus on Japan. We explore elements of religion through the lens of folklore, mythology, legends, ethnographies, and other works of fiction and non-fiction. By always remembering to situate Japan (and our inquiries) vis-à-vis larger disciplinary concerns, we are mindful of both the specificities and the generalities associated with ‘Japanese religion.’ Throughout the course, students are introduced to several seminal texts in the field of religion as well as Japanese studies; students are asked to consider the socio-historical context when analyzing ways in which local customs, Shintoism, and other ‘imported’ thoughts (Buddhism, for instance) coalesce into a current configuration of religious sensibility in Japan. In so doing, students learn to parse what inspires contemporary popular socio-cultural tropes, motifs of the gods/spirits in need of appeasement, and/or perennial human struggles to strike a balance between ecological preservation and industrial progress. (All the readings will be in English. No prior knowledge of Japanese language or culture necessary.) (This course satisfies Humanities and Global Perspective.)  
cross listed: ASIA 204

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*RELG 205: All That Glitters: Byzantine Art*

Luminous. This is how Byzantine Art is rendered in our public imagination. From glittering mosaics and soaring spaces to gold-leafed manuscripts and richly patterned vestments, few periods in the history of art conjure notions of opulence as powerfully. But there's much more to the art and architecture of Byzantium, whose influence is felt to this day. Extending over vast territories and three continents at its peak, the Byzantine empire endured for over twelve centuries. This class is an introduction to the rich array of art forms that flourished in Byzantium and theological ideas that animated them, the ways in which Byzantine art and religion disseminated and integrated with local forms and cultures throughout the Mediterranean world and beyond, and the influence of Byzantine art on later art and artists – up to and including our present day. No prerequisites. (This course satisfies Humanities and Global Perspective.)

cross listed: ARTH 205

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*RELG 210: Religions of Indigenous Peoples*

Our increased awareness of the global community has given rise to a new interest in the religions of indigenous peoples. This course will explore the religious heritage of Native Americans, Africans, and Australian aborigines and other indigenous peoples, including their views of the role of human beings relative to the rest of nature.

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*RELG 211: What is "Jewish"?*

What is Jewish? asks this provocative and productive question, spanning over 30 centuries of people, faith, place, worship, language, culture, and meaning. Beginning with an overview of sacred texts towards an understanding of Am Yisrael (the people of Israel), we explore diverse subjects and themes including exile and return, ethics, community, identity, and difference. Our work includes readings from classical and contemporary Jewish bookshelves, film, art, comedy, food, and other cultural productions. Topics include

Sephardi, Mizrahi, and Ashkenazi histories and practices, the emergence of Hasidism and Ultra-Orthodoxy, the Reform movement and Zionism, diaspora, antisemitism and theories of Jewish conspiracy, the Holocaust, modern-day Israel, secular Jews, “stars of David” from Sasha Baron Cohen to the Notorious RBG, and popular representations of Jewish life from the shtetl of Fiddler on the Roof to cosmopolitan Mrs. Maisel. No prerequisites. (This course satisfies Humanities and Global Perspective.)

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*RELG 212: Global Christianity*

This course explores the origin, development, and contemporary state of Christianity with reference to the many cultures and societies that have shaped it, the world's largest religion. We begin with the origin and early development of Christianity within the context of ancient Judaism and the Roman Empire. We consider the development of Christianity into its many contemporary forms, and focus throughout the class on how Christianity is practiced throughout the world. We pay special attention to how Christianity has developed in places unfamiliar to most Americans, such as Eastern Europe, Asia, and Africa. No prerequisites. (This course satisfies Humanities and Global Perspective.)

cross listed: IREL 262

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*RELG 213: Global Islam*

This course explores the origin and development of the Islamic religious tradition, along with varying interpretations of Islamic law and prominent issues facing contemporary Muslims around the world. Participants in the course read classical and contemporary literature as windows into Muslim life in different cultures and historical periods, and view Islamic art and architecture as visual texts. To learn about the rich diversity within Islam, students can work with texts, rituals, poetry, music, and film from a range of cultures within the Muslim world, from the Middle East, Africa, and Asia to Europe and North America. No prerequisites. (This course satisfies

Humanities and Global Perspective.)  
cross listed: ASIA 213

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*RELG 214: Avatars, Goddesses, and Demons*

In this course, we combine historical, literary, and ethnographical approaches to study various aspects of Hindu traditions. From the quest for liberation and the self in the Upanishads and the Bhagavad Gita to stories of gods, goddesses, and demons in the Puranas; from the practice of meditation techniques and observation of rituals that engage the senses to the world of contemporary ethnographical accounts, in this course we engage in a joyful, imaginative, yet nuanced and critical exploration of religious life of Hindus in South Asia and the North American diaspora. This course includes a significant experiential component. Students meet Hindu practitioners from the greater Chicago area and practice meditation, learning specific techniques that they can take with them beyond the classroom. No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: ASIA 214

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*RELG 215: Buddhist Paths to Nirvana*

In this course, we delve into ways in which Buddhist philosophers, monks, nuns, and the lay community respond to what they see as the core problem of human existence: suffering. From its origins in India to the spread of Buddhism throughout Asia and, now, the global diaspora, we study contemporary and historical Buddhist traditions and movements, including Theravada, Mahayana, Tantric (esoteric) Buddhism, Dr. Ambedkar's Navayana, and engaged Buddhism, which applies long-standing Buddhist values to the social, political, economic, and ecological problems of today. We turn to the writing of some of the world's greatest spiritual leaders, such as Dalai Lama and Thich Nhat Hanh, who offer practical advice on everyday challenges of being human. This course includes a significant experiential component. Students meet Buddhist practitioners from the greater Chicago area and practice meditation, learning specific techniques that they can take

with them beyond the classroom. No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: ASIA 215

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*RELG 216: Chinese Religions*

Focusing primarily on the teachings of the Confucian (and neo-Confucian), Daoist, and early Chinese Buddhist traditions, we will explore the concepts and practices of these communities within their historical, cultural, and social contexts. Reading narrative, poetic, and classical texts in translation that present such ideas as the ethics of human-heartedness, the relativity of all things, and the importance of self-sacrifice, we will discuss what teachings these masterful texts offer 21st century questioners. No prerequisites. (This course satisfies Humanities and Global Perspective.)  
cross listed: ASIA 216, IREL 266

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*RELG 218: Buddhism and Social Activism*

This course examines various Buddhist theories and practices intended to improve societies. Considering classic Buddhist texts and ethical teachings alongside case studies from the modern world, students research Buddhist understandings of the origins of social ills and their possible treatments. Topics include models of just governance, resistance to discrimination based on race, caste or religion, participation in anti-war and anti-colonial movements, the ethical treatment of prisoners, the uplift of impoverished communities, temperance movements, and environmental conservation and sustainability. Examples are drawn from around the Buddhist world, including Burma, India, Japan, Sri Lanka, Thailand, Tibet, Vietnam, and the United States. No prerequisites. (This course satisfies Speaking Intensive.)  
cross listed: ASIA 218

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*RELG 219: Malcolm & Martin*

(Malcolm & Martin: The Literature of Peace & Resistance.) Malcolm X (el-Hajj Malik el-Shabazz) and Dr. Martin Luther King, Jr., two prominent leaders of the Civil Rights Movement so often put into conversation with each other, have left us a legacy for how we think about social struggle—whether it be through the message of non-violence and Christian love that Martin Luther King, Jr. preached, or through the message of fearless self-defense and resistance "by any means necessary" for which Malcolm X came to be known. Both leaders were prolific authors whose works, singular in style and rich in rhetoric, comprise a seminal part of the American literary canon, and have been regularly featured by authors of creative works in fiction, drama, poetry, etc. since their publication. This course is an opportunity to delve deeply into the words of both men, long considered the authors of two disparate ways of viewing and engaging in civic struggle in America. We look at the creative activist writings of each—speeches, letters, interviews, autobiographical material—and complicate what at first seems a simple battle between "violent" and "non-violent" approaches to liberation. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: ENGL 219, AFAM 219

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*RELG 220: Islam and Pop Culture*

In recent decades the global Islamic revival has produced a new generation of Muslim film stars and fashion models, Sufi self-help gurus, Muslim comic book heroes, romance novel writers, calligraphy artists, and even Barbie dolls. This course explores the pop sensations, market niches, and even celebrity scandals of 'Popular Islam' within the broader context of religious identity, experience, and authority in Islamic traditions. Balancing textual depth with geographic breadth, the course includes several case studies: Egypt, Indonesia, Iran, Mali, Turkey, and North America. Students will learn about how religious trends are created -- and debated -- on pop culture's public stage. We will reflect critically on both primary materials and inter-disciplinary scholarly writings about the relationships between pop culture, religious identities, devotional practices, and political projects. No prerequisites. (This course satisfies Humanities and Global Perspective.)

cross listed: ASIA 220, ISLM 220, IREL 260

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*RELG 221: Dialogue: Race, Ethnicity, Religion*

In a culturally and socially diverse society, exploring issues of difference, conflict, and community is needed to facilitate understanding and improve relations between social/cultural groups. In this course, students will engage in meaningful discussion of controversial, challenging, and divisive issues in society related to race, ethnicity, and religion. Students will be challenged to increase personal awareness of their own cultural experience, expand knowledge of the historic and social realities of other cultural groups, and take action as agents of positive social change in their communities. This course requires a high level of participation from all students. Note: This course earns .5 credits. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: ETHC 250, AFAM 250

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*RELG 222: Yoga: Culture, Theory, and Practice*

What is the history of yoga, from ancient Asian religious origins to contemporary Western body culture? Taking a multidisciplinary approach towards the cultural, philosophical, and physical practices that we call yoga, this course analyzes a range of media from written texts and documentary films to Instagram and reality television. Each class meeting consists of both seminar discussion and a firsthand exploration of postures, meditation, and mindfulness. Topics include colonialism, orientalism, and cultural appropriation in yoga's history, a comparative analysis of the Indian yogic subject and the Western modern subject, and their distinctive concepts of body, mind, and spirit. We ask what a "yoga body" looks like, from Lululemon and yoga as a competitive sport to the body positivity and disability rights movements, and consider how #metoo is precipitating change in the yoga world. We also explore the emergent scientific discourse around yoga, meditation, and mindfulness. No prerequisites.

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*RELG 223: Does God Exist?*

This course considers arguments for and against the existence of God, as well as the resources and methods those arguments use. After some discussion of logic and argumentation, we will consider questions such as: how could one demonstrate that God does or does not exist? What would constitute 'proof' of such a claim? How are faith and reason working for similar or opposed ends in such arguments? What does the character of arguments for or against God's existence say about human life and thought? To address these questions, we will consider the works of theologians and philosophers from monotheistic traditions. No prerequisites.

cross listed: PHIL 223

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*RELG 224: Islam and Science*

As an introduction to the relationship between Islam and science from both historical and contemporary perspectives, this course examines the major contributions of medieval Muslim scientists and their influence on modern science. Muslim medieval inventions and advances have shaped Western science for hundreds of years. Ibn Sina (Avicenna), Ibn Al-Haitham (Alhazen), al-Khawarizmi (Algorithmi), and Ibn Rushd (Averroes) were among the many Muslim scientists and philosophers who developed existing disciplines in astronomy, medicine, mathematics, physics, and chemistry, and transferred ancient knowledge from the Middle East, Greece, China, and India to European cultures. The course explores various scientific attempts at an interpretation of the Qur'an and how those attempts shaped the Muslim perception of science in general. The course also touches upon modern debates within Islamic and applied science, particularly in the field of bioethics. Focusing on contemporary controversies, the course examines, for example, attempts by contemporary Muslim scientists and religious scholars to reconcile or disprove the theory of evolution. No prerequisites. (This course satisfies Humanities and Global Perspective.)

cross listed: ISLM 224

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*RELG 225: Islam in America*

Muslims have lived in America since at least the early 19th century, and the U.S. is currently home to approximately 3.45 million Muslims. This course explores the origins and history of Muslims living in the US today. Studying the history of African American, immigrant, and convert communities, we address issues of identity, religious practice, integration, and assimilation. The course also examines such contemporary topics as the diversity within religious interpretations and views of Muslim communities, including perceptions of extremism and Islamophobia. Participants look at trends in Muslim-American culture and lifestyle, politics, and gender relations as seen in contemporary social media. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: AMER 212, AFAM 225, ISLM 225

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*RELG 226: Religion and Gender in South Asia*

This course examines representations of gender, divinity, and power in South Asia. Delving into epics, hymns, women's songs, animated films, scholarly articles, and observation of contemporary religious practices, we ask whether stories of Hindu goddesses empower women or serve the interests of a patriarchal culture. Through a variety of approaches, we investigate how women and men experience, negotiate, and subvert constructions of gender, femininity, and masculinity. The course culminates in a role-playing game, which uses an innovative methodology called *Reacting to the Past* to delve into legislation on Sati (ritual widow-burning) in colonial India. Students research and articulate opinions of historical characters, while learning to express themselves with clarity, precision, and force and developing their public speaking skills. No prerequisites. (This course satisfies Global Perspective and Speaking Intensive.)

cross listed: GSWS 226, ASIA 226

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*RELG 230: Religion and Politics*

This course examines the complex social, historical, and intellectual forces that impact the interrelationships between religion and politics. We explore tensions, collaborations, and conflicts between religious and political institutions and actors within the global contexts of two or more regions of the world outside of the United States, such as South, East, and Central Asia, Africa, Eastern and Western Europe, and the Americas. We examine how in specific contexts and pivotal moments in time, individuals and groups interpret major political, religious, and scriptural texts, studies of humanism, letters, poems, and sermons. We look to connections between concepts such as faith and revelation, the role of religion in the public square, and reflections on republicanism and tyranny. Students participate in historical role-playing games, which use an innovative methodology called *Reacting to the Past*. Researching and articulating opinions of historical characters, students practice public speaking, learning to connect with their audiences and express themselves with clarity, precision, and force. No prerequisites. (This course satisfies Global Perspective and Speaking Intensive.)  
cross listed: POLS 230, IREL 267

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*RELG 231: Global Astrologies and Religion*

This course explores the place of the stars in major religious traditions. Beginning with the emergence of Babylonian, Chinese, Vedic, and Greco-Roman zodiac systems, we examine how ancient civilizations looked skyward to make sense and order of life on earth. This question sets the foundation for our inquiry: how does astrology align with the constellations of specific religious doctrines, beliefs, and practices? Each case study is scientifically, philosophically, and historically contextualized, among them the constitutive status of Vedic astrology in Hinduism, a Christian prohibition of astrology from St. Augustine and Martin Luther to the Catechism of the Catholic Church, and centuries of competing rabbinic commentaries, responsa, and debates in Judaism. We will not be “doing” astrology in this class; rather, students will learn the core principles of religious traditions and astrological systems while considering religious and secular critiques of astrology and the rise of the New Age. No prerequisites. (This course satisfies Humanities and Global Perspective.)

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*RELG 232: Religion and Capitalism*

Scholars have long studied the relationship between religion and capitalism. Sociologist Max Weber, one of the founders of the field of religious studies, linked Protestant Christianity and the rise of the "spirit of capitalism." This course considers the deep connections between religion, economics, and business. Topics include Islamic banking, American Protestantism and the Gospel of Wealth, Christian socialism, religion and business ethics, the commodification of mindfulness, and capitalism-as-religion. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: AMER 232

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*RELG 234: Witches, Preachers, and Mystics*

In this course students consider the historical development of religion in the United States of America. We study topics such as the contact between Native Americans and European settlers, religion and the founding of the Republic, religious revivals and awakenings, immigration and religion, the rise of new forms of religion in the United States, responses to scientific and technological developments, and the entangling of religion and politics. The course covers religion from the colonial period to the dawn of the twentieth century. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: HIST 234, AMER 234

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*RELG 235: Relig in Contemp America*

This discussion-based course is driven by contemporary events and issues in American religion. Students are asked to follow news and social media coverage of current issues in religion, which we analyze in class. In addition to topical current issues, we cover important factors influencing American

religion such as religious pluralism and diversity, immigration, alternative religions, religion in popular culture, and politics. Finally, we look to how today's generation of college students and other young adults are reshaping religion in contemporary America. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

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*RELG 236: Religion and Politics in the USA*

This course focuses on the ways religion has been a source of political division and unity in America. Polls indicate that America is, by far, the most religious of industrial democracies and that our contentious political debates are, in large part, due to the religious dimensions of morally evocative issues like abortion and gay marriage, and the firm positions of such constituencies as the Christian Right and new Religious Left. Historically, public debates concerning abolition, suffrage, and temperance drew on scholarly and legal interpretations of the Constitutional promise of both religious freedom and the separation of church and state. We examine the role of religion in the founding of the American republic, and in contemporary political movements such as Black Lives Matter, the Federation for Immigration Reform, and 21st century civil rights organizations, which address issues including prison reform, the environment, and the 2020 U.S. Presidential election. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: POLS 236, AMER 220

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*RELG 237: African American Religions*

This course is an exploration of the rich diversity of African American religions from the colonial period to the present. Attention will be given to key figures, institutional expressions as well as significant movements in North America, the Caribbean and broader Black Atlantic. Major themes include African traditions in American religions, slavery and religion, redemptive suffering, sacred music, social protest, Black Nationalism, African American women and religion, religion in hip hop and secularity in black religious literature. Students will learn about the ways these themes have often served both as unique

contributions to and critiques of America? political establishment and social landscape. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: AFAM 237, AMER 230

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*RELG 238: Religion and Place in Chicago*

This course looks to the way that religious communities have created and used different spaces in the greater Chicago area, paying attention to Chicago as a specifically urban place. We focus on both neighborhoods and sacred spaces themselves, including the architectural forms of these spaces. We examine the effects of immigration and urban change on neighborhoods and congregations. This course covers a diverse range of historical and living communities, drawing from the tools of religious studies, history, urban studies, and architectural studies. It also includes numerous field site visits, with much of the instruction taking place on location in Chicago's sacred spaces. No prerequisites. (This course satisfies Domestic Pluralism.)

cross listed: AMER 238

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*RELG 239: Religion and Public Health*

This course examines religion as a social determinant of public health and introduces students to meditation and other mind-body practices, which have been successfully applied in medical settings. Using an innovative methodology called Reacting to the Past, students delve into key historical moments that shaped modern approaches to biology, public health, and epidemiology, participating in extended role-playing games informed by influential texts in the history of ideas. Students also analyze selected practices of ordinary people in Buddhism, Taoism, Islam, and Christianity that shape health behaviors; assess the role of religious organizations in ongoing epidemic threats (COVID-19, HIV/AIDS, and Alzheimer's); and study connections between religion and public health (e.g., legacy of the social gospel movement in US Public Health Reform, impact of religious views on reproductive health, and application of meditation techniques in health care).

Assessments include a sequence of verbal and written assignments, including in-character speeches, culminating in a final oral presentation. No prerequisites. (This course satisfies Domestic Pluralism and Speaking Intensive.)

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*RELG 240: Religious Perspectives Environment*

Our current environmental crises rest on philosophical and religious assumptions that are now being challenged. Are humans meant to dominate nature? Does nature belong to human beings or do human beings belong to nature? Addressing such questions requires an increasingly broad scope, as our ecological fates are interwoven on a planetary scale. This class therefore examines a diversity of religious teachings, old and new, to theorize cultural conceptions of “nature” and seek possible platforms for religious rhetoric to inspire conservation. We read primary and secondary sources across a range of traditions, including Jain, Buddhist, Hindu, and Christian, as well as indigenous tribes from North America, and scholars who suggest a new religious attention to earth sciences is needed to face the present climate crisis. By deconstructing conventional definitions of terms like religion and nature, we build an understanding of human entanglements in planetary processes and possible pathways toward sustainable futures. (This course satisfies Humanities and Global Perspective.)  
cross listed: ES 240

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*RELG 241: Religion & Science*

Even a cursory look at today's news reveals that the relationship between religion and science is a hot topic. So it has been for many centuries. In this course, we consider historical and contemporary issues in the relationship between religion and science in the modern world. We make use of historical, philosophical, and literary approaches to study how individuals and groups have understood religion and science, and how they have sought to understand and relate to the natural world. No prerequisites. (This course satisfies Humanities.)

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*RELG 242: Cults, Sects, and Communes*

This course provides an introduction to the study of new religious movements, popularly called sects and cults, and the communal movements that are their more secularized cousins. We will consider several case studies and examine the wider phenomenon of such groups in the modern world. We will pay attention to the traditional sociological issues of leadership, charisma, conversion, and belief maintenance, as well as the lived practices and experiences of members of such groups, such as rituals, gender practices, and holidays. No prerequisites. (This course satisfies Social Science and Domestic Pluralism.)

cross listed: SOAN 242

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*RELG 243: Religion and Popular Culture*

This course explores the ways in which religion has figured into major works of popular entertainment of (mostly) the 20th and 21st centuries. We read novels, short stories, poetry, and comic books; watch films and television shows; play board games; scroll through Instagram and blogs; and discuss academic theories about popular culture and religion. We engage with storytellers who have used religion to make certain arguments, examine what religion enables people to do or say in creative work, and think critically about the role religion plays in what we consume for entertainment. No prerequisites. (This course satisfies Humanities.)

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*RELG 245: Martyrdom in Early Christianity*

(Faithful to the Very End: Martyrdom in Early Christianity) Looking at early Christian teachers and narrative accounts of martyrs' deaths, this course examines the underlying logic and hopes encouraging these martyrs to make the ultimate sacrifice. Perhaps as early as Saint Steven, only a few years after

the death of Jesus and continuing for centuries thereafter, remarkable Christians willingly underwent profound humiliation and excruciating pain in stubborn refusal to compromise their faith in a crucified messiah. The course focuses on the first three centuries of Christian history, tracing the political circumstances leading to the martyrs' deaths, and the ways in which they planted the seeds to become themselves objects of veneration in later periods through the present day. No prerequisites. (This course satisfies Humanities.)

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*RELG 248: Crusade & Holy War in Med Europe*

(Crusade and Holy War in Medieval Europe). In November of 1095, Pope Urban II gave a speech that launched one of the most significant and destructive movements in European history: the crusades. Four years later, the armies of the First Crusade captured Jerusalem in a burst of pious enthusiasm and brutal violence. This course begins by considering questions foundational to the crusade movement: when is violence in pursuit of religious aims justified? Can a war—or a soldier—be noble? Be holy? Should the church control and direct social and political violence? The course then examines in detail the history of the First Crusade (1095-1099) from Christian, Muslim, Jewish, and Greek perspectives. In the second half of the course, we study the establishment of the Latin Crusader States; the gradual recapture of the region by Muslim leaders, with a focus on the career of Salah ad-Din; and the later broadening of the use of crusade rhetoric, which was mobilized to justify wars against fellow Christians, as well as European imperialism and colonization. Students read both primary historical sources and important works of scholarship. No prerequisites. (This course satisfies Global Perspective and Writing Intensive.)

cross listed: HIST 243

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*RELG 250: Philosophy of Religion*

This course is an introduction to the philosophy of religion. Particular emphasis is placed on the role of religious experience, ritual, prayer, and sacred books in articulating the idea of God. Course includes a philosophical

encounter with mysticism as well as the more traditional metaphysical formulations of the divine, in both the West and East. The critical concern of a variety of rational skepticisms will also be examined.

cross listed: PHIL 250

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*RELG 255: 21st Century Islam*

The 1.5 billion Muslims around the world represent an immense diversity of languages, ethnicities, cultures, contexts and perspectives. This course focuses on 21st century issues faced by Muslims living in different cultures. Contemporary social issues are examined in light of different interpretations of Islamic practice, global communication and social networks, elements of popular culture, and the interface between religion and government.

Biographies, short stories, contemporary journalism, and films that explore life in Muslim and non-Muslim countries present a nuanced portrait of contemporary Islam. No prerequisites. (This course satisfies Humanities and Global Perspective.)

cross listed: ISLM 255, ASIA 255, IREL 268

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*RELG 256: Religion, SciFi, AI, and Non-Human*

This class examines how science fiction has addressed the deeply religious questions of what it means to be a person, and the nature of the self, consciousness, and the supernatural. Given the recent rise of A.I. (artificial intelligence) technology, we pay particular attention to how the genre understands the human and our relationship to the non-human and the trans-human: the A.I., the robot, the alien, the divine, and the monster. We consider this relationship in terms of the central concerns of religion, from ethics and philosophy, to fears about an A.I. apocalypse, to the nature of the soul. In class we analyze diverse science fiction and speculative fiction (types of media, time periods, cultures), and utilize A.I. and other software in projects.

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*RELG 282: The Pre-Modern Body*

This course investigates the roots of contemporary European and American understandings of the human body in social, cultural, and religious traditions from the ancient and medieval Mediterranean world. Students explore texts that illuminate the importance of the body to individual and group identity and discuss how these texts' definitions of "normal", "beautiful", and "healthy" bodies continue to wield influence. Among the course's questions: how was the central role of the body in identity (before and after death) shaped by Christian theology of a God who was embodied, suffered, and died? What assumptions were made about how biological sex dictated identity—and how did pre-modern authors reckon with those who fell outside the sex or gender binary? How was spiritual morality understood to be inscribed on the physical body in complex ways (skin color, physical features, illness, pain, sexual activity)? How did racism and nascent colonialism shape ideals of body size and appearance? Students read primary sources ranging from patristic theology to werewolf stories, as well as important works of scholarship. No prerequisites. (This course satisfies Global Perspective and Writing Intensive.)  
cross listed: HIST 282, GSWS 232

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*RELG 286: Topics in Islamic Art*

This course examines the visual arts of early and medieval Islam from the seventh through the thirteenth centuries in Muslim territories, ranging from Central Asia to Spain. Through an examination of diverse media, we shall explore the role of visual arts played in the formation and expression of Islamic cultural identity. Topics will include the uses of figural and non-figural imagery, religious and secular art, public and private art and the status, function, and meaning of the portable luxury objects. No prerequisites. .  
cross listed: ARTH 286, ISLM 286

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*RELG 300: Religion in Global Context*

Using a religious studies methodology, this course examines the nature of religious experience as expressed by different religious communities and cultures from ancient periods into the present. Members of the class choose individual research topics that might focus on religious artifacts, rituals, social movements, communities, and the ways that religious ideas influence societies. Case studies are diverse, representing many religious traditions, and may include descriptions of Vietnamese Buddhists negotiating religion in a non-religious state, American Christians walking the Camino de Santiago de Compostela, Jews making a living in World War II Shanghai, Hindus building Vaishnava temples in Chicago, or Indonesian designers setting 21st century high fashion trends for contemporary Muslims. This seminar is designed for religion majors and minors, but also welcomes students in other majors with appropriate preparation.

cross listed: IREL 360

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*RELG 303: Psychics, Spiritualists & Mystics*

(Psychics, Spiritualists, and Mystics: Adventures in Edwardian Fiction.) Early 20th C. England saw an explosion of spiritual seekers who wrote stories about contacting the dead, communicating telepathically, levitating, reading Tarot cards, experiencing ghostly visions, and participating in occult or spiritual societies. While these writers were enormously popular in their own day, they are historically underrepresented in conventional narratives about the canon of modern British literature. This course aims to recover some of these long-forgotten stories, as we sort through this Edwardian-era "attic" of dust-covered tales, seeking the gems that still puzzle, challenge, or inspire. Our goal will be to understand this "spiritual renaissance" and its prime movers; explore the ambiguous borderland between the occult and the mystical and their relation to orthodox religion; and assess the legacy that this original "alt lit" has left for today's spiritual seekers. Fiction will be drawn from writers like George MacDonald, Arthur Conan Doyle, Marie Corelli, Evelyn Underhill, and May Sinclair. Prerequisite: ENGL 210 or permission of the instructor. (This course satisfies Humanities.)

cross listed: ENGL 303

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*RELG 307: Saints/Blood/Money MdvI Christianity*

(Saints, Blood, and Money in Roman and Medieval Christianity.) This course will examine key questions debated by Christians from the origins of the faith in the Roman era to the end of the Middle Ages, many of which continue to be discussed today. These may include: should Christians use violence at all, and if so, under what circumstances? What is the correct relationship between the Church and the government? What makes a person a saint - celibacy? Harsh asceticism? Aiding the poor? Preaching the Gospel? What is the appropriate role of wealth and property in the life of a dedicated Christian? Should a Christian seeking religious truth rely only on the Bible and revelation, or do logic and scientific inquiry have a role to play? Students will work extensively with primary sources in translation and significant works of modern scholarship. (This course satisfies Global Perspective and Writing Intensive.)

cross listed: HIST 322

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*RELG 310: Islamic Mysticism*

Muslim saints and seekers have performed mystical practices for more than 1300 years in areas stretching from Europe and North Africa to Turkey, Iran, and the Indian subcontinent. Contemporary holy men and holy women continue to teach such mystical practices as the dancing and whirling of dervishes, the up-tempo singing of qawwals in India and Pakistan, and the rhythmic chanting of Arabic verses in Egypt. In this course, we will explore the religious thinking of these holy men and women through their writing, art, and music. Texts will include novels, short stories, allegorical tales, biographies, and films. No prerequisite. (This course satisfies Humanities and Global Perspective.)

cross listed: ISLM 310

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*RELG 314: Hindu Pilgrimage: India and Chicago*

The course explores the ritual practice of pilgrimage at major pilgrimage sites in India, and at parallel temples in the Chicago area. Using extensive field visits and the framework of pilgrimage as the structure of the course, the class prepares for and visits 5-6 Hindu temples in the Chicago area to observe rituals being performed, speak with practitioners, and experience festival worship. Through reading and film, we examine the history, literature, ritual traditions, art, and music of Hindu pilgrims. Following specific pilgrimage routes, we explore this religious practice as it is conducted within 21st century cultures of expanding global communities, in India and in Chicago. The class will use primary source texts, maps, field visits to temples, film, and research to understand Hindu religious communities in India and Chicago. Prerequisite: Religion 214 or permission of instructor. .

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*RELG 315: US Catholic Immigrant Experience*

From the Irish who arrived before the Civil War to the Mexicans and Vietnamese who have come recently, the Catholic experience in the US has been a continuing story of immigration. This course examines how succeeding immigrant groups have practiced and lived their Catholic faith in different times and places. Religion cannot be separated from the larger social and economic context in which it is embedded, so the course will also pay attention to the ways in which the social and economic conditions that greeted the immigrants on their arrival shaped how they went about praying and working. Finally, the changing leadership of the Catholic Church will be taken into account, since it provided the ecclesiastical framework for the new Catholic arrivals. Prerequisite: HIST 120 or HIST 121 or permission of the instructor. .  
cross listed: HIST 315, AMER 315

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*RELG 316: Walking to Heaven: Pilgrimage Asia*

Using a seminar format, this course will explore pilgrimage sites in a range of different Asian cultures including India, China, Japan, Korea, and Pakistan. Students will choose a specific pilgrimage site and religious tradition as the focus of their research. Through reading, film, discussion, research, and student presentations, we will examine the roles of pilgrims and traders, sacred place and sacred time, and the ritual elements present in Asian pilgrimage practices across different religious traditions including Islam, Hinduism, Buddhism, and Christianity. Prerequisite: Religion 213, 214, 215 or 216 or permission of instructor. (This course satisfies Global Perspective.)

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*RELG 319: European Reformations: 1200-1600*

The Protestant Reformation and Catholic Church's response were a major turning-point in the political, social, and religious history of Europe, with implications for the entire world. This period saw clerics, rulers, and ordinary people wrestle with profound and eternal questions: what does a person need to do to save their soul? Who can claim to mediate between God and humanity? What is the role of family, sex, and marriage in a pious life? What gives a ruler the right to rule? When is violence justified in the pursuit of faith? This course examines the answers that were offered to these questions, as we study: the background to the Reformations in the ideas of Paul, Augustine, and medieval reformers; writings of key figures, including Luther, Calvin, Loyola, and Teresa of Avila; political ramifications of the Reformations; the impact of the Reformations on European society, notably those who were among the most marginalized—the poor, Jews, sex workers, and "witches". Students read primary sources in translation as well as important works of scholarship. No prerequisites. (This course satisfies Global Perspective and Writing Intensive.)  
cross listed: HIST 328

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*RELG 320: Topics in Relg: Tantric Goddesses*

(A Garland of Tantric Goddesses: Tales of the Feminine Divine) This seminar examines in depth one particular subject area in religious studies. Topics vary from year to year. A Garland of Tantric Goddesses: Tales of the Feminine Divine in South Asia uses a seminar format to examine goddess worship in Hindu and other Tantric (esoteric) traditions. We learn about the diversity of Hindu goddesses' mythology by studying captivating and largely overlooked stories from different regions. Delving into goddess narratives in translation, we read a range of sources from ancient folk tales to modern lore. We also dive deeper into a scholarly case study of Tripurasundari (the Beauty of Three Cities), as we examine how the worship of this goddess was developed and reimagined in the early second millennium. Students work extensively with primary sources in translation as well as works of modern scholarship on tradition formation. (This course satisfies Global Perspective.)  
cross listed: ASIA 320

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*RELG 335: Religion and Food*

Everyone eats, and every religion talks about eating. In this class, we sample from a rich menu of religious approaches to food, making use of scholarly articles, spirituality guides, cookbooks, and memoirs. From the Christian Communion to Jewish Kosher laws to the Buddhist mindful eating, the world's major religions use food to structure the lives, practices, and beliefs of their adherents. In this class we digest some of the symbolic meanings, self-definitions, and communal and individual identities that develop out of religion and food. Prerequisite: Any Religion course or permission of instructor. (This course satisfies Global Perspective and Speaking Intensive.)

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*RELG 355: Exhibiting Religion in the Museum*

Museums and cultural heritage sites often contain and display objects and exhibits related to religion. Art museums exhibit icons, history museums show artifacts, and cultural heritage sites exhibit materials from active religious

communities. Some museums and heritage sites focus on topics explicitly connected to religion, such as Holocaust memorials or museums of world religions. And some sacred sites have even become museums. This course examines the way that museums and related cultural heritage sites exhibit and display religion. We study objects, collections, physical buildings, and digital spaces. We consider questions related to curation, aesthetics, and rhetoric. We think about (post)colonization, cultural power, and public knowledge. We also consider the religious practices associated with museums and cultural sites, such as pilgrimages and veneration of exhibited objects. This class includes field visits to Chicago area museums, some as a group and others individually. Prerequisites: Any Religion course or permission of instructor. (This course satisfies Humanities and Technology Intensive.)

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*RELG 380: J.R.R. Tolkien and the Inklings*

(J.R.R. Tolkien and the Literature of the Inklings.) This seminar will examine the literary legacy of J.R.R. Tolkien and his fellow writers C.S. Lewis, Charles Williams, and Owen Barfield -- all pioneers of the twentieth-century fantasy fiction genre. This course will involve close reading of major works by each author as well as opportunity to discuss the fascinating biographical, historical, aesthetic, and mythic underpinnings of their works. The seminar will pay especial attention to the Inklings' intellectual and artistic indebtedness to the medieval past, to their discourses about religion, politics, and ethics, to their eccentric relationship with "literary modernism," and to the way their fiction refracts major twentieth-century events, particularly World Wars I and II. Prerequisite: ENGL 210 or permission of the instructor.  
cross listed: ENGL 380

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*RELG 390: Sociology of Religion*

This seminar starts with major classical theories of sociology of religion including those of secularization and privatization of religion in the modern world. Then we shall examine the relevant events of the past quarter of the

century, namely the sudden explosion of politicized and highly public religions in the Western and the non-Western worlds. The existing sociological literature didn't anticipate the current significance of religion and this tension is expected to generate interesting debates in this seminar. Special attention will be given to a comparative study of public religions in Western countries (e.g., Brazil, Poland, Spain, and the United States) and in the Middle East (Egypt, Iran, Saudi Arabia). Pre-requisites: SOAN 110 and any SOAN course at the 200 level or higher or consent of the instructor.  
cross listed: SOAN 390

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*RELG 490: Internship*

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*RELG 492: Senior Seminar*

This course focuses on independent research with seminar-style discussion in meetings with students and faculty, with particular attention paid to methods in the study of religion. Each participant will write and present a major research paper. The seminar will provide a forum in which students will explore different methodological approaches and discuss their research with others. Required of all religion majors in their junior or senior year except those completing their senior capstone requirement by writing a senior thesis. Open to non-majors with appropriate preparation and permission of the instructor. Prerequisites: At least three courses in religion. (This course satisfies Speaking Intensive.)

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*RELG 493: Research Project*

Research in collaboration with a departmental faculty member. Consult with any member of the department for application information. (This course satisfies Experiential Learning.)

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*RELG 494: Senior Thesis*

Research guided by a departmental faculty member culminating in a senior thesis, fulfilling the College's Senior Studies Requirement. Consult any member of the department for further information.

# Self-Designed Major

## Faculty

*Dawn Abt-Perkins*

Associate Dean of Faculty for Student Success  
Professor of Education  
Co-Chair of Self-Designed Major

*Janet McCracken*

Professor of Philosophy  
Chair of Self-Designed Major

*Don Meyer*

Professor of Music  
Co-Chair of Self-Designed Major

Self-Designed Major

*Requirements for the Major:*

The Self-Designed Major allows students to develop academic majors of their own, whose requirements they themselves will set, and must meet, in order to complete the major.

## **Learning Outcomes**

1. Students will demonstrate understanding of interdisciplinary connections to explore a particular topic or issue or to develop a particular set of skills.
2. Students will demonstrate independent research, analysis and project management skills.

# Social Justice Studies

## Faculty

*Roshni Patel*

Assistant Professor of Philosophy  
Chair of Social Justice Studies

*Daw-Nay Evans*

Associate Professor of Philosophy

*Chad McCracken*

Assistant Professor of Philosophy and Politics

*Janet McCracken*

Professor of Philosophy

*Siobhan Moroney*

Associate Professor of Politics

Minor in Social Justice

No major is available. Courses taken Pass-NoPass may count towards the minor in Social Justice.

*Requirements for the Minor:*

At least 6 credits

- Students are required to take two of the following core courses:
  - Ethics Center/Philosophy 276: Social Justice and Human Rights

- Ethics Center/Philosophy 277: Identities, Rights, Social Justice
- Ethics Center/Philosophy 352: Topics in Social Justice (Prerequisite: EC/Phil 276 or 277.)
- 4 courses from the list below, at least one course must be at the 300-level or higher, and these four additional courses must come from at least two different departments or programs. (Some of the courses below may have prerequisites.)

- - African American Studies 110: Introduction to African American Studies
  - African American Studies 312: Black Metropolis: A Study of Black Life in Chicago
  - African American Studies 325: Black Literature of the 60s and its Legacy
  - African American Studies 350: The Good, the Bad, and the Beautiful: Introduction to African Philosophy
  - Art 261: Art of Social Change
  - Biology 105: Public Health
  - Business 360: Social Entrepreneurship
  - Chemistry 107: Developing World Thirst for Energy
  - Communication 253: Argumentation and Advocacy
  - Communication 283: Race, Media, and Culture
  - Communication 381: History and Theory of Freedom of Expression
  - Communication 382: Women's Rhetoric and the Feminist Critique
  - Communication 385: Public Sphere
  - Economics 245: Child Labor in Latin America
  - Economics 381: Economics of Development
  - Economics 489: Globalization and its Impact on Rich and Poor Countries

- Education 212: Educational Reform in the U.S.
- Education 309: Immigration and Education: Race, Language, and American Schools
- Education 310: Equity and Social Justice in Education
- Education 320: Comparative and International Education: Education as the Practice of Freedom
- Entrepreneurship & Innovation 340: Inclusive Innovation
- Environmental Studies 387: Who Speaks for Animals?
- Ethics Center 250 Dialogue: Race, Ethnicity, Religion (0.50 credits)
- Ethics Center 252 Dialogue: Gender Identity (0.50 credits)
- Ethics Center 260 Dialogue: Race, Ethnicity, & Gender
- Ethics Center 320: Topics in Ethics (when topics are appropriate, as determined by the Director)
- History 231: Indigenous History of the Americas
- History courses related to the student's interests/topic, with the approval of the Director
- French 328 Contemporary France
- French 330: The French-Speaking World
- Spanish 306: Intro to Latin American Culture
- Spanish 320: Spanish for International Relations
- Spanish 325: U.S. Latinx Literature and Culture
- Philosophy 117: Political Philosophy
- Philosophy 200: Philosophy and Gender
- Philosophy 203: Business and Professional Ethics
- Philosophy 205: Medical Ethics
- Philosophy 210: Environmental Ethics
- Philosophy 212: Multicultural Approaches to the Environment

- Philosophy 245: Philosophy of Humans and Animals
- Philosophy 325: Major Ethical Theories
- Politics 213: Women, Institutions, and Politics
- Politics 219: Politics of Latin America
- Politics 230: Religion and Politics
- Politics 235: Crime and Punishment
- Politics 238: Cybercrime and (White Hat) Hacking
- Politics 241: Global Issues
- Politics 242: Politics of the Developing World
- Politics 255: Civil Disobedience
- Politics 350: Liberty
- Politics 351: Justice and the Law
- Politics 352: Liberalism and its Critics
- Politics 358: Democratic Theory
- Politics 363: The Fourteenth Amendment
- Politics 365: Civil Liberties
- Psychology 205: Psychology of Prejudice
- Psychology 340: Psychology of Sex and Gender
- Psychology 355: Community Psychology
- Religion 118: Comparative Religious Ethics
- Religion 240: Religious and Ethical Perspectives on the Environment
- Sociology & Anthropology 206: Introduction to Disability Studies
- Sociology & Anthropology 235: Racism and Ethnic Relations
- Sociology & Anthropology 239: Social Movements and Society
- Sociology & Anthropology 271: Technology and Human Values

- Sociology & Anthropology 290: Social Problems and Social Policy
- Sociology & Anthropology 315: Social Ethics of Energy Production and Use
- Sociology & Anthropology 370: Social Inequality
- Theater 241: African American Drama and Theater
- Approved internship or off-campus study (up to two credits)

### **Learning Outcomes**

The expected Student Learning Outcomes for the Social Justice minor are:

1. The Social Justice minor will be able to demonstrate understanding of the issues, controversies, and competing arguments surrounding social justice matters.
2. The Social Justice minor will be able to engage in debates, through effective writing that (1) clarifies and compares competing arguments and (2) generates a reasoned judgment.

# Sociology and Anthropology

## Faculty

*Todd Beer*

Associate Professor of Sociology  
Chair of Sociology and Anthropology

*David Boden*

Associate Professor of Sociology

*Rebecca Graff*

Associate Professor of Anthropology

*Ahmad Sadri*

Gorter Professor of Islamic World Studies and Professor of Sociology

*Holly Swyers*

Professor of Anthropology

Major and Minor in Sociology & Anthropology

Majors will complete nine courses in the department, and minors will complete six courses. Courses taken Pass-NoPass may not count towards the major in Sociology and Anthropology. Students must earn a minimum grade of C in all courses used to fulfill the major or minor requirements. For minors only, SOAN courses taken Pass-NoPass may be used toward the minor; however, any such courses must carry an assigned grade of at least a C, even if listed as Pass on the transcript.

*Requirements for the Major:*

At least 9 credits



- Sociology & Anthropology 110: Introduction to Sociology and Anthropology
- 2 gateway courses
  - Sociology & Anthropology 210: Principles of Social Organization
  - Sociology & Anthropology 220: Domains of Human Evidence
- 2 methods courses
  - Sociology & Anthropology 310: Social Research: Quantitative Methods
  - Sociology & Anthropology 320: Social Research: Qualitative Methods
- 3 additional courses – at least 1 at the 300-level or above, excluding internships
- Senior Studies Requirement, which may be completed in one of the following ways:
  - Sociology & Anthropology 480: Social Explanation and Theory
  - Senior thesis – Students who wish to write a thesis must begin the process in their junior spring. Click [here](#) for complete thesis guidelines

Majors planning graduate studies in sociology, anthropology, social service, or social policy are urged to take courses in foreign languages, mathematics, computer science, and statistics.

*Requirements for the Minor:*

At least 6 credits

- Sociology & Anthropology 110: Introduction to Sociology and Anthropology
- 1 of the following gateway courses
  - Sociology & Anthropology 210: Principles of Social Organization

- Sociology & Anthropology 220: Domains of Human Evidence
- 4 additional courses – at least 1 at the 300-level or above, excluding internships

## **Learning Outcomes**

The expected Student Learning Outcomes for the Sociology and Anthropology Department are:

1. The student will demonstrate familiarity with the following core ideas: sociological imagination, cultural relativism, material culture, and the social construction of human experience (e.g. race, class, and gender).
2. The student will demonstrate mastery of the shared core concepts of culture, social change, socialization, institutions, stratification, social structure, and questions of race, class and gender.
3. The student will be able to design and execute a research project on social phenomena involving human subjects, demonstrating clear understanding and application of research ethics, methodological principles, analytic techniques, and social theory.
4. The student will be able to apply sociological and anthropological insights and principles in her/his own life and in the liberal arts curriculum.

## **Sociology and Anthropology Courses**

*SOAN 100: Intro to Sociology/Anthro - Health*

(Introduction to Sociology/Anthropology - Health Focus.) Sociology and anthropology share a focus on exploring the social (group rather than individual) bases of human practices and behaviors that are regarded as crucial for working in health care professions. Both disciplines study social interaction and such social institutions as family and religion. This course uses examples from health care settings and scenarios to introduce students to key concepts for viewing the world through sociological and anthropological lenses, including cultural relativism, material culture, and the social construction of human experience through categories like race, class, and

gender. Not open to students who have taken SOAN 110 or IREL 160. No prerequisites. (This course satisfies Social Science.)

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*SOAN 110: Intro to Sociology and Anthropology*

Sociology and anthropology share a focus on exploring the social (group rather than individual) bases of human practices and behaviors. Both disciplines study social interaction and such social institutions as family and religion. This course introduces students to key concepts for viewing the world through sociological and anthropological lenses, including cultural relativism, material culture, and the social construction of human experience through categories like race, class, and gender. Limited to first- and second-year students. Not open to students who have taken SOAN 100. (This course satisfies Social Science.)

cross listed: IREL 160

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*SOAN 200: Topics: Chicago Parks*

(Spring 2021 Topic: Chicago Parks and the Politics of Landscape). This course examines Chicago's cultural heritage, race relations, class politics, and landscaped environments through the lens of its city parks from the nineteenth century to the present day. Students explore the ways Chicagoans and visitors experienced, constructed, thought about, discussed, fought over, and valued these public spaces in order to understand broader cultural and historical trends. Students employ interdisciplinary methodologies drawn from anthropology, sociology, history, politics, literary studies, and environmental studies to examine a wide range of source material including artifacts, photographs, maps, surveys, oral histories, fiction, poetry, and more. Special emphasis on and field studies to Chicago's South Side parks that hosted two World's Fairs. (This course satisfies Humanities and Domestic Pluralism.)

cross listed: ES 200

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*SOAN 205: Archaeological Field School*

Archaeological Field School introduces students to the discipline of archaeology, with an emphasis on fieldwork and excavation. Students will serve as the field crew on an archaeological dig in Chicago, with lectures, readings, workshops, and field trips providing the theoretical and historical context for the archaeological methods. Students will learn excavation, recording, laboratory and analytical techniques via some traditional coursework, but most significantly, through participation. Students will have the opportunity to experiment with these techniques, discuss the implications of their findings, and compare them with the research and ideas of professional archaeologists. No prerequisites. (This course satisfies Experiential Learning and Social Science.)  
cross listed: AMER 208

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*SOAN 206: Introduction to Disability Studies*

Disability Studies emerged as a formal field of study in the 1980s and focuses on how "disability" is created, understood, and navigated by society. This course takes up questions proposed by Disability Studies: When does a difference in how someone uses their body or mind become an impairment? What kinds of impairments do different societies consider disabling? Why are so many differences pathologized and medicalized, focused on "fixing" people rather than on understanding them? How does the societal label of disability affect how people are treated by others in their communities? How does it affect a person's sense of self? What does a society's idea of a disability reveal about the anxieties and values shaping that society? And, perhaps most importantly, how does interrogating the idea of disability open us to more useful understandings of ideas like inclusion? No prerequisites. (This course satisfies Social Science and Domestic Pluralism.)

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*SOAN 208: Sociology of Terrorism*

Terrorism has been part of the Western consciousness since the rise of anarchism a century ago. Events of September 11th, 2001, brought a new urgency to the examination of the global circumstances and forces that have given rise to the present brand of transnational and global terrorism. The newest mode of this phenomenon is visible in the public propaganda of ISIL and its affiliates in West Asia and North Africa. This course concentrates on sociological perspectives regarding specific traditions that have fostered terrorist ideologies and practices. The varieties of terrorism to be examined in this course include Christian (in the United States and Europe), Islamic (Shiite or Sunni branches), Buddhist, Sikh/Hindu, and secular terrorism of the left and the right. No prerequisites. (This course satisfies Social Science and Global Perspective.)

cross listed: IREL 275

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*SOAN 209: Social Construction of Modern World*

The course will investigate aspects of social life that are taken for granted, but will be shown to be both historically and culturally specific to the modern American milieu. Topics may include childhood, love as the basis for marriage, private life, leisure, monogamy, prison, family. No prerequisites. (This course satisfies Social Science and Domestic Pluralism.)

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*SOAN 210: Principles of Social Organization*

This course examines patterns that occur in human interaction - at both micro and macro scales. Focus is placed upon a process understanding of society. Topics include the generation of a shared reality, production of culture, types of relationships and their key features, predictable patterns of organization and their internal dynamics, as well as social universals such as conflict, change, and resource allocation. Prerequisite: Sociology and Anthropology 110. Enrollment priority given to departmental majors and minors. (This course satisfies Social Science.)

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*SOAN 215: Archaeological Field Methods*

Archaeological Field Methods introduces students to the discipline of archaeology, with an emphasis on fieldwork and excavation. Students will serve as the field crew on an archaeological dig in Lake Forest, with lectures, readings, workshops, and field trips providing the theoretical and historical context for the archaeological methods. Students will learn excavation, recording, laboratory and analytical techniques via some traditional coursework, but most significantly, through participation. Students will have the opportunity to experiment with these techniques, discuss the implications of their findings, and compare them with the research and ideas of professional archaeologists. Prerequisite: SOAN 110 or equivalent. Corequisite: This course has an additional weekly lab session (2 hrs). Not open to students who have taken SOAN 205. (This course satisfies Experiential Learning and Social Science.)  
cross listed: AMER 215

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*SOAN 216: Introduction to Archaeology*

This course is an introduction to the anthropological subfield of archaeology, its practices, methods, and the political and social issues that arise when we study human pasts. The course considers the history of the discipline and its theoretical underpinnings, then looks at how archaeologists create research designs, discover and excavate sites, analyze artifacts and features, and disseminate their findings. It also introduces a series of spatiotemporally diverse archaeological case studies, calling on the students' understanding of basic archaeological concepts while emphasizing the ways that archaeological practice and museum display necessarily engage with political and social movements. Special attention is paid to how the archaeological record captures experiences of people of color, women, working class people, and those who are not literate. Multiple examples interpreted via material remains introduce students to the complexity of human experiences within a framework of cultural relativism. Field projects, in-class activities, and films

supplement traditional lectures. No prerequisites. (This course satisfies Social Science.)

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*SOAN 217: Society, Climate Change, & Enviro.*

(Society, Climate Change, and the Environment.) This course utilizes a sociological perspective and theories to explore the complex ways that society has both generated and is addressing environmental problems with an emphasis on global climate change. We will explore how the structure and culture of society influences the causes of climate change and other environmental harms, how the impact of climate change on societies varies greatly across social groups based on race, class, gender, and national context, and ways societies are responding to the crises through social movements, changes in culture, and political and economic institutions. No prerequisites. (This course satisfies Social Science.)  
cross listed: ES 217

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*SOAN 220: Domains of Human Evidence*

Anthropology literally translates to the study of man, and the discipline takes humankind as its object. This course explores the four distinct ways in which anthropologists have sought to understand humans: 1) as animals whose potential and limits are set by their physiological qualities (physical anthropology); 2) as material workers who shape and are shaped by their environment and who leave their mark on the landscape (archaeology); 3) as cultural creatures who collectively produce ways of interacting with and imposing meaning on the world and one another (socio/cultural anthropology); 4) as language bearers who mediate their experience with complex grammars and symbol systems (linguistic anthropology). These domains of evidence are key to developing an in depth understanding of what anthropology can do, and this course is foundational for upper level anthropology courses. Prerequisite: Sociology and Anthropology 110. (This course satisfies Social Science and Domestic Pluralism.)

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*SOAN 221: Cultures of Modern Africa*

Introduction to contemporary rural and urban society in sub-Saharan Africa, drawing on materials from all major regions of the subcontinent. Particular emphasis will be on problems of rural development, rural-urban migration, and structural changes of economic, political, and social formations in the various new nations. No prerequisites. (This course satisfies Social Science and Global Perspective.)

cross listed: AFAM 221, IREL 271

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*SOAN 223: Sociology of Islam*

This course uses the discipline of historical sociology to explore the origins of Islam and the reasons it took the shape it did during its formative years in mid seventh century. It will continue to trace the development of Islam in a variety of different cultural environment. Finally we will deal with the encounter of Islam and the modern world and the formation of fundamentalism, national Islamism and the secular, reform tendencies in that religion. Not open to students who have already completed SOAN 322. (This course satisfies Social Science and Global Perspective.)

cross listed: ISLM 223

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*SOAN 225: Historic Artifact Analysis*

(Historic Artifact Analysis: Artifacts of Modernity.) This hands-on course introduces archaeological laboratory methods and accompanying archival and research-based techniques for interpreting these "artifacts of modernity": excavated materials from ongoing archaeological projects of historic-period sites in the Chicago area. Students will be exposed to various stages of artifact processing on a collection from a recently excavated site, including: washing, sorting, identification, data entry, analysis, report preparation, and



curation. Students will learn how to identify 19th- and 20th-century artifacts-- American, British, French, Japanese, Chinese, and other--representing a broad range of materials from the daily lives of past peoples/past societies. The artifact analysis will allow students to develop skills useful for museum, laboratory, and/or archaeological settings. Prerequisite: SOAN 205 OR SOAN 215 OR SOAN 220 OR consent of instructor. Corequisite: This course has an additional weekly lab session (2 hrs). (This course satisfies Social Science.) cross listed: AMER 229

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*SOAN 227: Historic Preservation*

(Historic Preservation and the Politics of Heritage) How do people look at the built environment and decide what to preserve, what to conserve, and what to erase? What is "heritage," and who defines and manages it, and for whom? How do U.S. federal, state, municipal, and tribal environmental and archaeological laws impact archaeological research and historic preservation? What are the roles of developers? Descendant communities? Government agencies? This course looks at the world of historic preservation and the politics of heritage including the cultural resource management (CRM) industry; heritage tourism and its economic stakes; the National Register for Historic Places and definitions of significance and integrity; how researchers communicate with broad and diverse publics; and the relation between all these efforts and the descendant communities and other interested, relevant parties they affect. Case studies and focus is on U.S. sites to prepare students for careers in these fields, but with international comparisons.

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*SOAN 230: Anthropology of Sports*

This course examines Americans' cultural construction of sports vis-a-vis other cultural conceptions, including the dominance of sports in religious, philosophical and governmental domains. We transition from our cross-cultural overview to focus on the Western conceit of mind-body dualism and its effects. This dualism makes sports a site for the reproduction of existing power dynamics of race and gender, but it also makes sports a realm of

liberatory potential (cf Jackie Robinson, Title IX). Students in this course should expect to follow sports events throughout the semester and should be prepared for field assignments. (This course satisfies Social Science and Domestic Pluralism.)

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*SOAN 231: Histories & Cultures Latin America*

This course introduces students to modern historical, ethnohistorical, and anthropological approaches to the indigenous populations of Latin America. The course will focus on the conflict and crisis that have characterized the relationship between the native inhabitants of the New World and the Old World immigrants and their descendants whose presence has forever changed the Americas. This conflict, and the cultures that emerged from it, will be traced both historically (starting with the "conquest") and regionally, focusing on four distinct areas: central Mexico; Guatemala and Chiapas; the Andes; and the Amazon. (This course satisfies Social Science and Global Perspective.)

cross listed: LNAM 231, IREL 272

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*SOAN 235: Racism and Ethnic Relations*

This course surveys of the development of the theories of race and ethnic relations at the individual, group, and cultural levels. Students will examine the impact these theories have had on social policy. The course focuses on the experience of Asians, Latinos and African Americans with special attention given to institutional expressions of oppression in American Society. (This course satisfies Social Science and Domestic Pluralism.)

cross listed: AMER 235, AFAM 235

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*SOAN 236: Sociology of Extremism*

(Sociology of Extremism: White Supremacy, Aggressive Masculinity and Conquest) This course explores how white supremacy, toxic masculinity, and conquest/colonialism are interconnected in the United States both historically and rising again in the contemporary era. Through challenging texts, images, and ideas, we examine the sociological and historical context that gives rise to such extreme ideologies that are not the result of illiteracy, simple ignorance, or blind prejudice. From Jim Crow laws and lynching to American conflicts in Mexico and the Philippines to Trump-era populism, this course examines the ways white supremacy, international adventurism, and masculinity emerge and amplify each other.

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*SOAN 237: City, Space and Place*

City, Space, and Place uses Chicago as a classroom, teaching the anthropology and sociology of the urban experience. The course begins from the idea of embodied experience - how does the city sound, smell, look, feel? Students learn how social structures, historical processes, cultural practices, and city organization intersect to affect how welcoming or forbidding different neighborhoods are perceived to be - and by whom. Using theoretical and field developed insights, analyzing data, and deploying technological skills learned in the course, students conclude the course by crafting map-based tours about different aspects of Chicago. (This course satisfies Domestic Pluralism and Technology Intensive.)

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*SOAN 239: Social Movements and Society*

Social movements have contributed to significant changes in modern society. The civil rights movement brought greater equality to African Americans; the Women's Liberation movement created an expansion of rights for women; anti-war and disarmament protests contributed to the end of the Vietnam war and the end of the arms race; and the environmental movement drew our attention to deforestation, climate change, and species loss. This course

examines why people participate in social movements, when social movements emerge, which social movements succeed or fail in mobilizing constituents, how they are organized, how mass media influences movements, and why movements ultimately decline. Special attention will be paid to how social movements influence and are influenced by the social context in which they emerge, with the goal of better understanding a significant force of societal change. (This course satisfies Social Science and Domestic Pluralism.)

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*SOAN 240: Deviance*

How society defines deviants - its outcasts and outsiders - and how the people so defined respond to this categorization; the nature of normal and abnormal, legal and illegal. Do these categories have absolute moral meaning, or do they always depend on the particular society and era in which they are defined? Topics to be addressed include stigma and stereotyping, cross-cultural variations in gender roles, the status of the inmate, deviance as blocked opportunity, and the political mobilization of outsiders. No prerequisites. (This course satisfies Social Science and Domestic Pluralism.)

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*SOAN 241: Gender and Territory in Latin Amer*

Body-Maps: Decolonial Notions of Gender and Territory in Latin America. This course explores how socio-spatial and territorial relations are marked by gender, race, and class in Latin America. From a feminist anthropological and geographical perspective, we revisit different territorial struggles in Latin America and the role of gender in these mobilizations. Specifically, we examine how power functions in "the body" or the self, but also in human and non-human relations, which are traversed by colonial nation-State and imperialist formations. This course not only engages in critical dialogues on space, and the ways in which race, gender, and class are experienced in the everyday life, but also how these territorial spaces become contested places for Black, Indigenous and other racialized subjects to imagine and produce decolonial futures. No prerequisites. (This course satisfies Social Science and

Global Perspective.)  
cross listed: LNAM 241, GSWS 241

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*SOAN 242: Cults, Sects, and Communes*

This course provides an introduction to the study of new religious movements, popularly called sects and cults, and the communal movements that are their more secularized cousins. We will consider several case studies and examine the wider phenomenon of such groups in the modern world. We will pay attention to the traditional sociological issues of leadership, charisma, conversion, and belief maintenance, as well as the lived practices and experiences of members of such groups, such as rituals, gender practices, and holidays. No prerequisites. (This course satisfies Social Science and Domestic Pluralism.)  
cross listed: RELG 242

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*SOAN 244: Anthropology of Education*

For the anthropologist, education is the mechanism of social reproduction, a strategy not limited to schooling but in fact encompassing a person's entire life. For much of the world, the privileging of schooling as a site of education has had real ramifications on the possibility of maintaining cultural forms that go against the pressures of globalization and capitalism. This course opens with a broad consideration of education before focusing on schooling as the preferred institutional form of education under early 21st century globalism. Our questions will include both how schooling operates to maintain existing social structures and power relations and the possibilities - and consequences - of schools as a site of change. (This course satisfies Social Science and Global Perspective.)  
cross listed: EDUC 244

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*SOAN 245: Medical Anthropology*

This course approaches various aspects of medicine and disease from an anthropological perspective and from outside the framework of standard biomedical concepts. We look at how experiences of illness and health are culturally, rather than biologically, constructed. A second objective is to compare the belief systems and medical practices of several specific Western and non-Western societies. In carrying out these cross-cultural comparisons, we focus on qualitative research and read several ethnographic case studies. (This course satisfies Social Science and Domestic Pluralism.)

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*SOAN 246: Language and Culture*

This course is an introduction to and survey of Linguistic Anthropology, one of the four primary subfields within the broader discipline of anthropology. Linguistic anthropology requires competence in several areas that encompass scientific and humanistic approaches to the study of language. Students will acquire a broad grasp of critical issues in language and culture including by grappling with such questions as: What is language? Does language shape our intuition of the world? How might it affect our thoughts and behavior? What does color have to do with language and how can color terms tell us about our limits of awareness of the way that culture shapes us? How do we do things with words? What role do groups and social norms play in how we speak? How creative can we be with language? What is verbal art? How does language operate within actual communities, for instance serving to support and maintain traditional cultural practices or fostering distinctions between kinds of persons in society? No Prerequisites. (This course satisfies Social Science.)

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*SOAN 248: Intro to Biological Anthropology*

This course introduces students to the discipline of biological anthropology, which includes the study of human evolution, the study of how the biology of humans shapes the ways in which they can interact, and the study of how

human biology itself is affected by environmental and cultural factors. Students learn about topics like: a) the interactions of Homo sapiens, Homo neanderthalensis, and the Denisovan, b) which biological traits make Homo sapiens uniquely adaptive to a wider range of environments than most other species, and c) how diet and activity affect bone structures, allowing us to use fossil remains to interpret the lives of our hominin ancestors. Through this course, students become conversant with the overarching questions and biological techniques employed in the study of both archaic and modern human variation. (This course satisfies Social Science.)

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*SOAN 251: Intro Performance Studies*

In this course, we will explore the flourishing new discipline of Performance Studies. This field of study began as a collaboration between theater director and theorist Richard Schechner and anthropologist Victor Turner, combining Schechner's interest in 'aesthetic performance' (theater, dance, music, performance art) with Turner's interest in performance as ritual within indigenous cultures, or (as Erving Goffman has written) 'the presentation of self in everyday life.' Performance Studies often stresses the importance of intercultural performance as an alternative to either traditional proscenium theatre or traditional anthropological fieldwork. In addition to the above and other authors, the course will include in-class performance exercises along with field trips to performances in Chicago. (This course satisfies Social Science and Domestic Pluralism.)  
cross listed: THTR 251

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*SOAN 253: Family and Kinship*

This course focuses on family and kinship in cross-cultural perspective. We look at families in their social and cultural context and ask what relationships exist between family forms, practices, and values and the economic system, political organization, religions, and cultures of the larger community. We also ask what the sources of love and support, as well as conflict and tension, are within families and among kin, and we question why family forms and ideal

family types change over time. Recommended: SOAN 110. (This course satisfies Social Science and Global Perspective.)  
cross listed: GSWS 253

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*SOAN 262: History of Social Thought*

This course will examine some of the classical sources of social thought both in the East and the West. Texts by Plato, Aristotle, St. Augustine, Aquinas, Alfarabi, Confucius, authors of the Vedas, Machiavelli, Hobbes, and Rousseau will be examined for the seeds of questions that were later to grow into the thicket of sociological problematics. Extensive weekly readings of original sources will be the basis of class discussions. No prerequisites. (This course satisfies Social Science.)  
cross listed: PHIL 262, CLAS 262

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*SOAN 270: Mapping Chicago*

Creating maps, like anything done by humans, is a socially situated practice. This practice is framed by discourses on heritage, politics, race, socioeconomics, and even archaeology. What can a map make visible, and what might it erase? How do historical narratives materialize around maps, and what decisions are made in the process of committing narrative to boundary, from emplacing event on physical space? How do we remember people, incidents, and things through commemorations as locations? What can we gain, analytically, by mapping? This course is designed to teach students to think spatially, historically, and archaeologically through readings, lectures, field trips, and the use of StoryMaps software. Drawing from source criticism of text, artifact, and oral history, and via the use of StoryMaps, students in this course ask and work to answer these questions, creating their own maps drawn from research on selected Chicagoland sites and histories to create new spatial data and stories. No prerequisites. (This course satisfies Social Science and Technology Intensive.)

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*SOAN 271: Technology and Human Values*

Conditions and processes of industrialization in the Western world; problems related to economic development in emerging nations; impact of industry on lifeways of modern humans. Prerequisite: SOAN 110. (This course satisfies Social Science.)

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*SOAN 273: Cultural Ecology of Africa*

In this course, we will study the relationships between African peoples and their environments. We will consider the process of globalization and its relationship to the changing landscape of Africa in a historical context. By combining environmental studies and anthropology, we will bring a unique perspective to our study of the historical interaction of African cultures and environments, from pre-colonial times through the colonial period to the current post-colonial period. No prerequisites. (This course satisfies Social Science and Global Perspective.)  
cross listed: AFAM 273

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*SOAN 275: Ritual in Contemporary America*

This course examines how ceremonies, festivals and other performative events enrich and define community. This study of ritual may include street fairs, parades, weddings, funerals, feasts and fasts as well as other public and private behaviors that comprise the diversity of American ritual life. Our course shall explore ritual as it occurs in many of the ethnic, racial, subcultural and countercultural communities in Chicago. We will investigate and attempt to understand both the invention and re-invention of community and personal identity through ritual action. Students should anticipate frequent field trips. (This course satisfies Social Science and Speaking Intensive.)  
cross listed: AMER 213, THTR 235

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*SOAN 285: Constructing Gender and Sexuality*

Taking as its starting point the idea that both gender and sexuality are socially constructed, this course explores the ways in which gender identity and sexual orientation are developed and expressed across different cultures and historical eras. A central question for the course is how biological/physiological components of sex and desire are given meaning by cultures, with particular focus on the late 20th-early 21st century United States. The course will explore the US hegemonic binaries of male vs. female, masculine vs. feminine, and man vs. woman, examine how they articulate with one another, and consider various nonbinary responses. It also will look at the ways that social activism around sexuality and gender identity have simultaneously improved and undermined our understandings of both.

Prerequisite: SOAN 110 or GSWS 110. (This course satisfies Social Science and Domestic Pluralism.)

cross listed: GSWS 285

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*SOAN 286: Soc Structure & Culture thru Film*

(Social Structure and Culture Through Film) This course combines a historical survey of narrative films and an overview of international schools of filmmaking and couches them in a sociological framework. The questions of treatment of the other (races and nations), totalitarianism, revolution, militarism, deviance, various views of human nature, and utopias and dystopias portrayed in cinema will be addressed. Prerequisite: SOAN 110.

Required: an additional weekly lab session for viewing movies. (This course satisfies Social Science.)

cross listed: CINE 286

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*SOAN 290: Social Problems & Social Policy*

The course tracks the shifting sociological understanding of social problems in the United States and the implications for research and policy. Specifically, emphasis is placed on a balance between theoretical understandings and

empirical investigation on topics ranging from family to the environment.  
Prerequisite: SOAN 110. Enrollment priority given to departmental majors and minors. (This course satisfies Social Science and Domestic Pluralism.)

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*SOAN 300: Topics in Sociology & Anthropology*

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*SOAN 310: Social Rsch:Quantitative Methods*

This course provides an introduction to the relationship between theoretical models and empirical investigations of social action. The focus of the course is the selection of a problem for investigation, choice of appropriate quantitative methodology, design and implementation of a social research project, and final data analysis. Data analysis techniques include multivariate analysis, elaboration modeling and social science computer skills using the SPSS program. Recommended for junior year. Prerequisite: SOAN 110 AND any SOAN 200-level elective, both with a grade of C or better. Required: an additional weekly lab session. (This course satisfies Technology Intensive.)

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*SOAN 315: Soc Ethics Energy Production & Use*

(Social Ethics of Energy Production and Use.) The course will explore the ethical implications of possible future energy initiatives. Emphasis will be given to the global implications of interdependency on primary resources and the technological initiatives of nuclear power and alternative sources. Students will focus on independent research projects, with both domestic and international components, surrounding the environmental, social, and ethical issues of future energy production and use. Prerequisite: junior standing or permission of instructor.  
cross listed: PHIL 315

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*SOAN 316: Colonialisms and Resistance*

This course examines colonialism, anticolonialism, and decolonization: when does colonialism start, and when does it end? What does it mean to be decolonized? What are some anticolonial movements in the Americas? How does a decolonial future look? In this class, we read both colonial-era thinkers and their later interpreters, and we also explore anticolonial and decolonial resistance movements in the Americas. Through this course, students will become conversant in the major debates, issues, and different theories of colonialism, decolonization, settler colonialism, and anticolonialism scholarship and activism. We will work to understand the diverse histories of colonialism/anticolonialism, and the ways these divergent histories influenced scholarship. Students will also begin to distinguish the intersections between this literature and feminist theory, queer theory, and critical race theory. Prerequisite: SOAN 110. (This course satisfies Social Science and Global Perspective.)  
cross listed: LNAM 316

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*SOAN 318: Archaeology of the Contemporary*

From abandoned council flats to the Ground Zero World Trade Center site, scholars are studying the material remains of the recent past using the methodology of archaeological "excavation." These archaeologies of the contemporary past bring a new lens to anthropological questions, making familiar items unfamiliar as we examine material residues of late capitalist, post-industrial societies and beyond. Building on modern material culture studies, this focus on materiality can inform and contextualize our understandings of present day human experiences and challenges. This course is designed to explore some of these materially-focused anthropological case studies while providing the opportunity for students to undertake their own "excavation" of the recent past. Prerequisite: SOAN 110 OR SOAN 216 OR SOAN 220 OR consent of instructor. (This course satisfies Speaking Intensive.)

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*SOAN 319: Archaeology Race Ethn Class Gnder*

(Archaeology of Race, Ethnicity, Class, and Gender.) This course examines the ways that we understand (or misunderstand) race, ethnicity, class, and gender from an archaeological perspective. We explore archaeological research projects across time and regions to interrogate an essential problem in archaeology: How can we tell whether material differences in the archaeological record correspond to boundaries human groups draw among themselves? Course topics include race and racialization, ethnic diversity and ethnogenesis, the formation and performance of class, social constructions of gender and sexuality, and the political stakes involved in archaeological studies of difference. Throughout this course we ask how an engagement with intersectionality—the idea that categories of difference are entangled and covalent—may allow for a more nuanced understanding of the past, and of the present. Prerequisites: SOAN 110 and SOAN 216 OR SOAN 220 OR consent of the instructor. (This course satisfies Social Science.)  
cross listed: GSWS 319

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*SOAN 320: Soc Research: Qualitative Methods*

Qualitative methods are used by both anthropologists and sociologists for working in small, bounded communities. The primary methodology of qualitative researchers, ethnography, tends to be more associated with anthropology as a result of disciplinary history. The writing of ethnographic 'thick description' is part art and part science, a methodology most easily learned by doing. This course is designed to give students exposure to the ins, outs, and ethics of ethnographic research methods and to help students develop a sense of when such methods are appropriate. Course work includes fieldwork of various types culminating in research projects determined by the students. Recommended for junior year. Prerequisite: SOAN 110 AND any SOAN 200-level elective, both with a grade of C or better. Required: an additional weekly lab session. (This course satisfies Experiential Learning.)

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*SOAN 333: Decolonizing Bodyminds & Relations*

(Decolonizing Bodyminds and Their Relations) This course starts from the premise that individuals with certain identities are marked as “less than” within colonial ideologies that remain prevalent in the contemporary moment. Reaching both back to pre-colonial and indigenous ideologies and forward toward new ways of conceptualizing social relationships, members of marginalized groups have built a robust collection of tools for decolonizing their own thinking and advocating for systems that do not rely on hierarchizing and sorting people. This course centers thinkers from groups historically marginalized under colonial order (e.g. Black and Brown folk, queer folk, disabled folk, indigenous folk, women) and invites students to consider alternatives to the competitive, winner-take-all, zero-sum game thinking that characterizes contemporary society and incentivizes ongoing marginalization of different people groups. This course is designed as a follow-on to the following courses: SOAN206, SOAN235, SOAN240, SOAN244, SOAN245, and SOAN253. Prerequisites: SOAN206, SOAN235, SOAN240, SOAN244, SOAN245, or SOAN253 or permission of instructor

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*SOAN 343: Education in Developing Countries*

SOAN 343: Education and Development in Developing Countries This course explores the historical background, philosophical foundations and major themes in the education of 'developing countries' within the broader context of global development and social change. The specific goal of this course is to familiarize students with the evolution of and critical issues in formal education in most low income, less industrialized nations. Students will be able to explore contemporary themes in education from a historical and comparative perspective. Additionally, they will expand their conceptual schema for rethinking educational issues within and beyond their own societies. Geographically, this course covers countries in Africa, Asia and Latin America, but runs comparisons with countries in Europe and North America when theoretically relevant. Reading materials build on development studies and several disciplines in the social sciences and humanities such as history, philosophy, anthropology, sociology and education. (This course satisfies Social Science and Global Perspective.)  
cross listed: EDUC 322

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*SOAN 344: Comparative and International Educ*

SOAN 344: Comparative and International Education: Education as the Practice of Freedom This course examines both the study and practice of comparative and international education. The course is organized with a multidisciplinary perspective with analysis of history, theory, methods, and issues in comparative and international education. A major goal of the course is to interrogate the linkages between education and society. Recurrent themes will be examined to demonstrate how every educational system not only arises from but also shapes its particular socio-cultural context. Students will have the opportunity to deepen and expand their knowledge of educational issues within a global context. (This course satisfies Social Science and Global Perspective.)  
cross listed: EDUC 320, ETHC 330

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*SOAN 345: Anthropology of Science*

In this course we will study scientific practice as a site of cultural inquiry. Anthropology and related social sciences have a long theoretical and empirical engagement with the study of rationality and reason, and of perception and empiricism particularly in the early 20th century attempts to make sense of non-western religious and magical systems. At the time, people believed these practices were 'cultural' in a way that western science was not. Over the last two decades this belief has been soundly critiqued and rejected and a great deal of work has focused on the cultural practices of western laboratory scientists and of the cultural fact of science and technology in society more broadly. This course will present students with an introduction to the anthropological context for contemporary Science and Technology Studies. Prerequisites: SOAN 110 and SOAN 210 or 220 or consent of instructor.

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*SOAN 348: Paranormal & Supernatural*

Cultural, social, and social-psychological forces operate together to create belief systems; paranormal and supernatural belief systems are examples of common systems of belief. These systems of belief are embedded within social institutions in identifiable ways and bearing identifiable consequences. The acceptance or refusal of these beliefs, or of the larger cosmology they reflect, tells the social scientist much about the believers and disbelievers and their societies. This course will examine belief systems that are commonly identified as paranormal, supernatural or occult. Topics may include astrology, magic, UFOs, cryptozoology, ghosts, and spirit possession. Prerequisites: SOAN 110, and either SOAN 210 or SOAN 220.

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*SOAN 350: Sociology of Knowledge*

This course investigates the patterns whereby social organization shapes both the content and structure of knowledge. The connection between knowledge and society is reciprocal: we will observe how a new religious message, scientific insight, or technological development alters the social order. The sociology of knowledge also involves the investigation of consciousness and belief: We will investigate the relationships between mental phenomena and social organization - how, for example, 'false consciousness' is constructed in relations of exploitation and how ideologies and stereotypes shape what is perceived. Prerequisite: SOAN 110 and any SOAN 200-level course or higher.

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*SOAN 351: Performance Ethnography*

Performance Studies stresses the importance of intercultural performance as an alternative to either traditional proscenium theatre or traditional qualitative fieldwork. Looking at behavior through the lens of performance offers new ways for ethnographers to understand how identity is formed and expressed. As a discipline concerned with non-textual forms of knowledge, scholars engaged in this field sometimes use performance to present their research, recognizing the modes of knowledge that cannot be reduced to words.



Students in this course will study Performance Studies scholarship, learn the basics of ethnographic practice, and create performances based on their research. They will study the work of scholars such as Dwight Conquergood and Erving Goffman and artists such as Tectonic Theater, which specialize in documentary theatre. There will also be required field trips and site visits. Prerequisite: THTR 251 or permission of instructor. (This course satisfies Domestic Pluralism and Writing Intensive.)  
cross listed: THTR 351

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*SOAN 354: War and Conflict*

At any given moment, a significant portion of the world's population is dealing with the effects of war. When does a state of war produce its own structures and rules? How do different societies respond in different ways to life during wartime? How does ethnic and class conflict manifest in war? What happens when war and conflict become normalized? Does the perpetual conflict between tribes in Papua New Guinea constitute war in the same way that the war on terror is a war, and are either of these the same as World War II? Does the Arab Spring constitute a state of war? This course takes up the question of the social effects of war, including the consequences of living 'on war footing.' Potential topics include the militarization of societies, the differences between state and non-state control of violence, and the mechanisms by which populations are mobilized to violence. Prerequisites: SOAN 110 and SOAN 210 or 220, or consent of instructor. (This course satisfies Global Perspective and Speaking Intensive.)  
cross listed: IREL 374

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*SOAN 362: Love in a Time of Capitalism*

Most of us are familiar with the idea that romantic love plays a different role in the contemporary world than it did at other times and the idea that love manifests in different ways across cultures. Rather than attempt a survey of all the possible manifestations of romantic love, this course aims to explore how 'love' features into our understandings of human interaction in the 21st

century, particularly in the United States. We will be particularly focusing on the contemporary American notion that love and money are opposing forces. Our first goal will be to identify at least some of the tropes of love that are in current circulation. We will then explore the potential social consequences of those tropes, including the ways in which such tropes are passed on and reproduced across generations and the possibility of commodifying and 'selling' certain tropes as the 'right' way to be in love. Throughout the course, we will collect love stories, and our final task of the semester will be to compare our theoretical and media derived understandings of romantic love to its manifestations in people's lives. Prerequisite: SOAN 110 and any SOAN 200-level course or higher. (This course satisfies Domestic Pluralism.)  
cross listed: AMER 362, GSWS 362

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*SOAN 363: Globalization, Modernity, Culture*

Do we live in a 'global village'? Do we have a global culture? Is the world becoming a more homogeneous place or a more heterogeneous one? Is globalization inevitable? What are the threats and benefits of 'global society'? How has the structure of capitalism influenced globalization? This course considers the various scholarly perspectives on these issues, as well as the social actors and institutions that have promoted, benefited from, and challenged globalization. Course materials will be taken from scholarship in sociology and anthropology. Prerequisite: SOAN 110 or by permission. (This course satisfies Global Perspective.)  
cross listed: IREL 373

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*SOAN 370: Social Inequality*

A comparative study of various forms of social inequality. Analysis of inequality (e.g., sex, age, education, competence, wealth, power) in different forms of social organization from small, intimate groups to large-scale social systems. Theoretical approaches concerning the emergence and persistence of hierarchies. Prerequisite: SOAN 110 and any SOAN 200-level course or higher. (This course satisfies Domestic Pluralism.)

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*SOAN 372: Queer Theory*

This course will address the contemporary social theories collectively described as 'Queer Theory.' A unifying thread for those theorists generally accepted as working within Queer Theory is the prioritization of gender and sexuality as social ordering devices. Queer Theorists make dualities, power inequalities, and identity performance central to their analyses. The creation, rise, and ultimate deconstruction of these theories will be placed within social and historical contexts. Once the student has a firm understanding of the source and content of Queer Theory we will embark upon an exploration of its application through the investigation of a number of topics that are often peripheralized in the academy. Ultimately, we will question the utility of the theory in light of factors ranging from its dismantlement under deconstruction to the rise of social contingency theory. Prerequisite: SOAN 110 and SOAN 210 or SOAN 220 or consent of instructor. (This course satisfies Domestic Pluralism.)

cross listed: GSWS 372

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*SOAN 375: Science Fiction and Social Theory*

Science fiction and speculative fiction often explore social hypotheticals. This course takes advantage of this narrative resource to investigate social concerns of the moment, the evolution of social theory, and areas of sociological concern that might otherwise escape academic notice. Emphasis is placed upon cinematic science fiction, but written fiction will also be considered. Not open to students who have completed SOAN 285. Prerequisite: SOAN 110 and either SOAN 210 or 220.

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*SOAN 380: Contemporary Social Theory*

This seminar is designed as an advanced introduction to the major theoretical developments in contemporary sociological theory. Topics include the Chicago School, the Frankfurt School, Structuralism, Symbolic Interactionism, Deconstructionism, Feminism, and Queer Theory. The contributions of Parson, Merton, Blumer, Goffman, Bourdieu, and Foucault constitute significant areas of discussion. Prerequisite: SOAN 110 and either SOAN 210, SOAN 220, or SOAN 260.

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*SOAN 385: Intellectuals and Society*

What is the role of intellectuals and the intelligentsia in the classical, medieval, and modern Occident? What characterizes people of knowledge in these and non-Western civilizations? A cross-cultural comparison of the development of intellectual elites in various arenas including Asia, the Islamic world, and Eastern and Western European and American cultures. Prerequisite: SOAN 110 and SOAN 210 or SOAN 220.

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*SOAN 390: Sociology of Religion*

This seminar starts with major classical theories of sociology of religion including those of secularization and privatization of religion in the modern world. Then we examine the relevant events of the past quarter of the century, namely the sudden explosion of politicized and highly public religions in the Western and the non-Western worlds. The existing sociological literature didn't anticipate the current significance of religion and this tension is expected to generate interesting debates in this seminar. Special attention is given to a comparative study of public religions in Western countries (e.g., Brazil, Poland, Spain, and the United States) and in the Middle East (Egypt, Iran, Saudi Arabia). Pre-requisites: SOAN 110 and any SOAN course at the 200 level or higher or consent of the instructor.  
cross listed: RELG 390

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*SOAN 395: Sociology of Law*

This course will examine the social organization of legal institutions and the relationship between law and the structure of society. Specifically, the course considers the nature and origins of law from the viewpoint of classical social theorists and anthropological studies of customary law. The course also emphasizes various aspects of the American legal system: the social structure of the legal profession, courts and dispute resolution, law as an instrument of social control, and the relationship between law and social change. Prerequisite: SOAN 110.

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*SOAN 480: Social Explanation and Theory*

Designed as a capstone senior seminar for the Sociology/Anthropology major, this course focuses on the exposition, comparison, and appraisal of major theoretical arguments in the tradition of a topic of the teaching faculty's expertise. The course offers context for the explanation of social phenomena and behaviors and considers problems of systematic theory construction in social science. Additionally, during the semester, students will engage in professional preparation for utilizing their SOAN major.

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*SOAN 490: Internship*

# Theater

## Faculty

*Chloe Johnston*

Associate Professor of Theater and Performance Studies  
Chair of Theater

*Bob Knuth*

Resident Set & Light Designer / Technical Director

*Richard Pettengill*

Associate Professor of English and Theater

*Nathan Rohrer*

Costume Shop Manager/Designer

## Major and Minor in Theater

Students who started at the College in Spring 2015 or earlier have a different set of requirements, located in the left sidebar.

The requirements for the theater major and minor are designed to give our students a roughly equal balance between the three main areas of study within the theater discipline: 1) acting/writing/directing, 2) theater history/dramaturgy, and 3) technical theater/stagecraft. The following table is designed to give a sense of theme progressions within the major. For specific requirements of the major and minor, see below.

### Theme Progressions within the Theater Major

Theme:	Acting/Writing/Directing	History/Dramaturgy	Stagecraft
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Introduction	120	230/255	160
Development	220,222,224,226, 320/370/375	231,236,241,337,340	200, 260
Capstone	480, 492, 494		

*Major in Theater*

At least 10 credits

- Theater 120: Acting I: Being on Stage
- Theater 160: Stagecraft for Stage and Screen
- Theater 200: Production Practicum – 4 semesters for 1/4 credit each (see Course Descriptions for more information)
- Theater 230: World Performance I
- Theater 231: World Performance II
- Theater 260: Design for the Stage
- Theater 370: Playwriting **OR** Theater 375: Directing
- 1 additional course at the 200-level
- 1 additional course at the 300-level

**The Senior Studies Requirement can be met in one of the following ways:**

- Theater 480: Senior Seminar (offered every other year)
- Theater 492: Senior Project
- Theater 494: Senior Thesis

*Minor in Theater*

At least 6 credits

- Theater 120: Acting I: Being Onstage
- Theater 160: Stagecraft for Stage and Screen
- Theater 230: World Performance I
- Theater 231: World Performance II
- 1 additional course at the 200-level
- 1 additional course at the 300-level

## **Learning Outcomes**

The expected Student Learning Outcomes for the Theater Department are:

1. The Theater major will be able to use research and analytical skills for theatrical practice.
2. Theater major will be able to explain the functions of theater in different times and cultures.
3. The Theater major will be able to explain the complementary functions of different areas of production.
4. The Theater major will be able to demonstrate organization and coherence in scholarly and artistic expression.

## **Theater Courses**

*THTR 105: Introduction to Dance*

In this course we will explore the basic elements of dance: space, energy, relationships, time, and the coordination of our bodies. We will develop our natural creativity and further our understanding of a variety of dance forms while gaining strength, flexibility, and technical dance skills. We will also study the historical development of modern dance. (This course satisfies Creative & Performing Arts.)

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*THTR 120: Acting I: Being on Stage*

For beginners and experienced actors alike, this course is required for all theater majors but open to students from any discipline with any level of experience. What is acting? Is there a difference between being and acting? How do we draw from our own lives to create a performance? Is there a difference between performing and acting? This class explores these questions through performance, reading, and written analysis. Students will study scripts, acting theory, and one another's work as they sharpen their acting techniques and critical thinking skills. (This course satisfies Creative & Performing Arts.)

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*THTR 130: American Stage Design*

What is the role of scenic design in performance? What are the basic elements of all design? How can we utilize design as a process for discovery and a method of inquiry? Throughout this introductory course, we analyze aesthetic choices of major scenic designers throughout the history of American theater using the elements and principles of design as a basis for conversation. We also discuss the important role that the set plays to help elevate the story being told on stage. As a half-credit course, under the Forester Fundamental Curriculum, this course meets one-half of the Creative & Performing Arts requirement. No prerequisites. (This course satisfies Creative & Performing Arts.)  
cross listed: CINE 130

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*THTR 140: Costumes and Identity*

The clothing that we choose to wear reveals a great deal about our identity. Our choices are shaped by our understanding of race, class, sexuality, gender—and how we want to convey who we are. In this course, students explore the performative nature of costume and fashion in theatre, art, media, popular culture, and everyday life. The course includes readings, discussions with guest speakers, and writing assignments. Students analyze historical

costumes/fashion from samples of well-known film and theatre works with a focus on identity politics. Assignments include in-class presentations and discussion, and a costume research project. As a half-credit course, under the Forester Fundamental Curriculum, this course meets one-half of the Creative & Performing Arts requirement. No prerequisites. (This course satisfies Creative & Performing Arts.)  
cross listed: CINE 140

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*THTR 160: Stagecraft for Stage and Screen*

An introduction to the technology employed backstage to create the magic of theatrical productions. This course is open to beginning students in all disciplines and will provide an experiential and practical orientation to stagecraft through hands-on projects in: set and prop construction, hanging & focusing lights, painting, makeup, and stage management. Other topics include theater terminology, safety procedures, and hand & power-tool usage. (This course satisfies Creative & Performing Arts.)

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*THTR 180: The Theater of Rock*

In this course we take a close look at what rock performers do onstage. How do they present themselves? What does their clothing convey? What do their gestures suggest? How are their props significant? Are they "being themselves" or are they performing a different persona? How important is their performance to our perception of the music they play? Utilizing methodologies from the field of Performance Studies, we survey the history of rock 'n' roll starting with early performers such as Little Richard, Elvis Presley, the Beatles, the Rolling Stones, Jim Morrison, and Jimi Hendrix. We note the emergence of glam rockers in the early 70s such as David Bowie and Marc Bolan as well as shock rockers like Alice Cooper and Kiss. We also consider groups that seem to be just "being themselves" onstage like the Grateful Dead and the Allman Brothers. Other performers we study may include Michael Jackson, Madonna, Prince, Amy Winehouse, and Lady Gaga. Finally, we consider rock performance in the COVID era: Zoom and other forms of online

delivery. Students have a chance to examine and write about their favorite music performers in class presentations and papers. No prerequisites. (This course satisfies Humanities and Domestic Pluralism.)  
cross listed: MUSC 180

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*THTR 200: Production Practicum*

The Production Practicum THTR 200 sections 01, 02, 03 and 04 provide theater students with an opportunity to earn college credits for supervised projects in any area of production, excluding performance. This includes developing contracts between students and the assigned instructor, and shop supervisors and staff, contracting to perform 40 hours on tasks, keeping track and reporting those hours and becoming accountable for completing assignments within the allotted time. Ideally, students should register for section 01 as a freshman; section 02 as a sophomore; section 03 as a junior; and section 04 as a senior. A total of four .25 credits of practicum are required for graduation. The Chair of the Theater Department must approve all registrations. (This course satisfies Creative & Performing Arts.)

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*THTR 204: Theater Boot Camp*

This practice-driven class immerses the student in the creative process of collaborative theater toward the production of an original work. The creative process focuses on composition, presentation, feedback, and re-writes, as we take students through the entire creative cycle of development and production. Students sharpen their playwriting, acting, directing, and technical production skills, and emerge from the experience with the career know-how necessary to make their own successful theater production. No prerequisites. (This course satisfies Creative & Performing Arts.)

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*THTR 206: Grateful Dead and American Culture*

More than fifty years after the band's founding, the Grateful Dead looms larger than ever. From Haight-Ashbury acid-testers to visionary entrepreneurs, the band that grew up and out of the revolutions of the tumultuous 1960s found a way to mix everything from roots music to free jazz to rock into an "endless tour" that put them in the Fortune 500. The Grateful Dead provided a cultural soundtrack for not only the 1960s, but also the paranoia of the Watergate years, the Reagan-soaked 1980s, and on to the jam-band present. This course will focus on the band's performance of authentic "Americanness" throughout its half century run. We'll listen to their music, and also to their fans, enthusiasts, and scholars. We'll understand the various subcultures that separate the sixties and now, and in doing so, offer answers to this key question: Why do the Dead survive? (Elective for English, Theater, and Music) (This course satisfies Humanities.)

cross listed: ENGL 251, MUSC 222, AMER 202

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*THTR 208: Art and Fashion Heroes and Villains*

Costume design is an essential element in conveying a character's story. In this course, students explore costume design elements from archetypal hero and villain characters in iconic films and television series such as Game of Thrones, Star Wars, and the Marvel CMU. Emphasis is placed on all elements of the design process, including developing design vocabulary, exploring the skills of rendering and sketching, collaging, researching, as well as the implementation of design. Students analyze text, develop knowledge of fabrics, and prepare a finalized costume design highlighting the characters most crucial to storytelling: the heroes and villains. No prerequisites. If taken for partial credit, this course will only partially satisfy the FFC Creative and Performing Arts requirement. (This course satisfies Creative & Performing Arts.)

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*THTR 210: Advanced Dance*

An intermediate course incorporating the history and technique of one or more of the following styles of dance: ballet, modern, jazz, and hip hop. Classes will consist of warm-ups, exercises and choreography. Students will develop performance skills and demonstrate improved flexibility and strength by learning rhythm sequences and creating compositional studies. Students will also be introduced to professional musical theatre audition etiquette and procedures. Prerequisite: THTR 105 or permission of instructor (This course satisfies Creative & Performing Arts.)

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*THTR 220: Acting II: Twentieth Century Realism*

An exploration of acting techniques required in modern and contemporary works from the early twentieth century to the present. Scene projects include written performances, script and character analysis, and in-depth critiques of class performances. No prerequisites. (This course satisfies Creative & Performing Arts.)

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*THTR 222: Voice and Movement*

This course is designed to develop and hone the actor's voice and body as instruments of storytelling. Students are introduced to the power of storytelling as an individual and as an ensemble through Viewpoints, Boal, Complicite, Neutral Mask, Character Mask, Clowning, Imaginative Storytelling, and others. Movement studies are combined with the voice techniques of Arthur Lessac, Cicely Berry, and Katherine Fitzmaurice. Our goal is to understand that the voice and body are not separate entities, and that they must be trained in order to achieve a harmonious body/voice communication that can improve the actor's ability to be expressive on stage. No prerequisites. (This course satisfies Creative & Performing Arts.)

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*THTR 224: Performance Art*

This course will provide students with an understanding of performance art as a constantly evolving and flexible medium. The class will trace the emergence and development of performance art as a form of expression both distinct from and yet dependent upon traditional and experimental forms of theater and other contemporary manifestations of theatricality. Students will negotiate, through reading, research, discussion and planning and practical application, the blurred boundaries between performing and living, entertainment and art. (This course satisfies Creative & Performing Arts.)

cross listed: ART 237, ENGL 233

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*THTR 226: Improvisation Techniques*

This hands-on course will begin with a survey of the major philosophies of improvisational comedy groups (Second City, Annoyance, TheatreSports), and will incorporate paper assignments and field trips to Chicago to see a variety of improv performances. The primary focus of the course will be to exercise the practical essentials of the world-renowned 'Improv Olympic' (iO) long-form style of Chicago improvisation. We will immerse ourselves in techniques leading to proficiency with 'The Harold,' a thirty-minute group improvisation created in the moment from an audience suggestion. By the end of the course, we will be ready to improvise for audiences. (This course satisfies Creative & Performing Arts.)

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*THTR 230: World Performance I*

This required course for theater majors provides a wide ranging and inclusive survey of the history of theater and performance from ancient Greece to the 17th century. It includes such developments as ancient Greek drama, Yoruba and Hopi ritual, Japanese noh drama, the medieval morality play, and the English high renaissance, culminating in Moliere's Paris. In addition to in-depth study of plays, emphasis is placed on viewing ritual as performance, acting styles, production techniques, and the socio-political milieu that formed

the foundation of the theater of each culture and period. Offered yearly. No prerequisites. (This course satisfies Global Perspective and Writing Intensive.)

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*THTR 231: World Performance II*

This required course for theater majors examines the history of drama and theater from the late nineteenth-century plays of Ibsen and Chekhov up until the present day, with an emphasis on under-represented and marginalized voices. In addition to in-depth study of plays, this course explores the conventions of acting and stagecraft and cultural conditions that influenced each period's theater. No prerequisites. (This course satisfies Domestic Pluralism and Writing Intensive.)

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*THTR 235: Ritual in Contemporary America*

This course examines how ceremonies, festivals and other performative events enrich and define community. This study of ritual may include street fairs, parades, weddings, funerals, feasts and fasts as well as other public and private behaviors that comprise the diversity of American ritual life. Our course shall explore ritual as it occurs in many of the ethnic, racial, subcultural and countercultural communities in Chicago. We will investigate and attempt to understand both the invention and re-invention of community and personal identity through ritual action. Students should anticipate frequent field trips. (This course satisfies Social Science and Domestic Pluralism.)  
cross listed: SOAN 275, AMER 213

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*THTR 236: Shakespeare*

Selected plays to show Shakespeare's artistic development; intensive analysis of major plays. (This course satisfies Humanities and Writing Intensive.)  
cross listed: ENGL 220

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*THTR 240: Shakespeare on Film*

This course will focus on major cinematic adaptations of Shakespeare's plays, with attention both to the original texts and to the process of transferring them to the new medium by film directors. We will pay special attention to plays that have been filmed a number of times, so that we can develop useful comparisons: *Richard III* (Olivier, Loncraine), *Romeo and Juliet* (Zeffirelli, Luhrmann, *Shakespeare in Love*), *Henry V* (Olivier, Branagh), *Hamlet* (Olivier, Zeffirelli, Almereyda), and *Macbeth* (Polanski, Kurzel). Major goals will be to develop our ability to do close readings of both the original texts and the films, to do creative film adaptation projects, and to develop effective ways of expressing both our analytical and our creative ideas. No prerequisites. (This course satisfies Humanities.)

cross listed: CINE 240, ENGL 239

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*THTR 241: African American Drama & Theater*

This course surveys the work African American theater artists from the nineteenth century to the present day. Playwrights surveyed may include Richardson, Hughes, Hansberry, Childress, Bullins, Baraka, Fuller, Wilson, Cleage, Shange, and Parks. Readings are supplemented by field trips to Chicago theaters that feature African American plays.

cross listed: AFAM 241, ENGL 241

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*THTR 250: Exploring Chicago Stages*

There's no better way to get to know Chicago -- in all its cultural diversity -- than by exploring its theater scene, recognized as one of the best in the world. In this class students read, discuss, and attend performances of classic and contemporary plays at theaters throughout the city, ranging from small 'storefront' companies to such institutions as the world-famous Goodman and



Steppenwolf Theaters. In this class, we discuss how theater both reflects and shapes our understanding of various identities in society at large, and we draw from the field of performance studies to think about how theater can help us understand the politics of identity. Students read scripts and criticism, write reviews and research papers, and participate in workshops with local artists. (This course satisfies Humanities and Domestic Pluralism.)

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*THTR 251: Intro to Performance Studies*

In this course, we will explore the flourishing new discipline of Performance Studies. This field of study began as a collaboration between theater director and theorist Richard Schechner and anthropologist Victor Turner, combining Schechner's interest in 'aesthetic performance' (theater, dance, music, performance art) with Turner's interest in performance as ritual within indigenous cultures, or (as Erving Goffman has written) 'the presentation of self in everyday life.' Performance Studies often stresses the importance of intercultural performance as an alternative to either traditional proscenium theatre or traditional anthropological fieldwork. In addition to the above and other authors, the course will include in-class performance exercises along with field trips to performances in Chicago. (This course satisfies Social Science and Domestic Pluralism.)  
cross listed: SOAN 251

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*THTR 254: The Mind Onstage*

(The Mind Onstage: Performance, Action, Emotion.) In the last decade, prominent theater scholars have integrated neuroscience research into their studies. Their excitement stems from the realization that current scientific research seems to speak directly to one of the major concerns of theatre scholars for decades: How does performing and/or watching a performance affect the brain? In this interdisciplinary class, students study plays that depict neuroscience and neurological conditions, learn about how theatre is used therapeutically, and read contemporary and classic theatrical theory, as we explore the ways science and the humanities can intersect. No prerequisites.

(This course satisfies Humanities and Writing Intensive.)  
cross listed: NEUR 254

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*THTR 260: Design: Stage and Screen*

(Design for Stage and Screen.) This course is an introduction to the processes and principles of design. It covers the development of a design concept through script reading and analysis; the discussion and analysis of professional set, costume, lighting, and sound designs; training in basic drafting skills; and lecture information on theater and film technology and terminology. Several design projects are coupled with text readings and hands-on work with lighting instruments, and sound and lighting control systems. No prerequisites. (This course satisfies Creative & Performing Arts.)  
cross listed: CINE 260

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*THTR 272: Mock Trial*

Mock trial is a competitive trial advocacy program where students compete regionally as attorneys and witnesses in civil and criminal cases. Students in this competitive program craft case theories, learn rules of evidence and evidentiary objections, and draft and perform opening statements, direct and cross examinations, and closing arguments for timed competition. Students enrolled in the course are expected to compete in the regional competition held annually in February. Enrollment by permission of instructor only. (This course satisfies Experiential Learning and Speaking Intensive.)  
cross listed: POLS 272

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*THTR 285: Creative Arts Entrepreneurship*

Creative Arts Entrepreneurship will offer an overview of the processes, practices, and decision-making activities that lead to the realization of our

creative ideas. Students from across the humanities, arts, sciences, and business will learn the unique contexts and challenges of creative careers, with an emphasis on collaborative projects. The course will help students understand the nature and structure of arts enterprise while cultivating their own career vision and creative goals. Creative Arts Entrepreneurship is designed for students interested in developing, launching, or advancing innovative enterprises in arts, culture, and design, and those who love the initiative, ingenuity and excitement of putting creative ideas into action. The course combines readings and in-class discussions with site visits, case studies, guest lectures by working artists and creative professionals, and student-driven projects. No prerequisites.

cross listed: MUSC 285, ENTP 285, ART 285, ENGL 285

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*THTR 320: Acting for the Camera*

This course is an exploration of the acting techniques required in film, television, and other media. Knowledge and understanding of film techniques, vocabulary, and genre styles is accomplished through viewing and analysis of modern and contemporary film works from the early twentieth century to the present by noted authors and filmmakers. Acting projects center on the performance of scenes, monologues, voice-overs, and commercials. Other projects include written script and character analysis, daily actor journals, and in-depth critiques of self and peer performances. Papers of analysis on films viewed in and out of class and other research projects including adaptation of texts and acting styles for the screen are also required. No prerequisites. (This course satisfies Creative & Performing Arts.)

cross listed: CINE 320

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*THTR 351: Performance Ethnography*

Performance Studies stresses the importance of intercultural performance as an alternative to either traditional proscenium theatre or traditional qualitative fieldwork. Looking at behavior through the lens of performance offers new ways for ethnographers to understand how identity is formed and expressed.

As a discipline concerned with non-textual forms of knowledge, scholars engaged in this field sometimes use performance to present their research, recognizing the modes of knowledge that cannot be reduced to words. Students in this course will study Performance Studies scholarship, learn the basics of ethnographic practice, and create performances based on their research. They will study the work of scholars such as Dwight Conquergood and Erving Goffman and artists such as Tectonic Theater, which specialize in documentary theatre. There will also be required field trips and site visits. No prerequisites. (This course satisfies Domestic Pluralism and Writing Intensive.)

cross listed: SOAN 351

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*THTR 370: Playwriting*

This course focuses on the collaboration between director, designers, and playwright in the creation and production of new works for the stage. Projects include writing, script analysis, casting, and presentation of original student works and/or student-adapted works by professional authors. (This course satisfies Creative & Performing Arts.)

cross listed: ENGL 342

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*THTR 375: Directing*

An introduction to directing for the stage, including both scholarly study of directing and practical work. Students learn the fundamental principles of stage direction through a series of in-class exercises and then apply them to short directing projects. Emphasis is on directing projects and production research. Prerequisites: THTR 120 or permission of instructor (This course satisfies Creative & Performing Arts.)

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### *THTR 390: Internship*

Our Chicago connection allows us to offer internship opportunities at a variety of local theaters, while also allowing students to utilize their theatrical skills in an array of non-theatrical work opportunities. Internships are available in such areas of stage management, dramaturgy, education, public relations, and development, but we also encourage students to think more broadly about the applicability of their theater skills in such areas as business, law, public service, teaching, and many others. Students can work at such major theaters as Steppenwolf, Goodman, Chicago Shakespeare, and Second City, while smaller companies such as Victory Gardens, Writers, Timeline, and Lookingglass also offer valuable opportunities. Internships must be applied for in the semester prior to enrollment and applications include on-campus consultation with faculty and staff along with off-campus interviews with members of the host organization. Junior class standing and other prerequisites apply based on the nature of the internship and its requirements. THTR 390 does not fulfill the 300-level requirement for the major. For application information, interested students should consult with the campus internship liaison and their department chair or advisor. (This course satisfies Experiential Learning.)

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### *THTR 480: Senior Seminar*

This course is required of all theater majors in the fall of their senior year. In this course, students work on their senior projects and prepare for their post-graduate experience. Students might develop a new performance, prepare to direct, design, or perform, or write a scholarly thesis. Activities might include participating in workshops, making a presentation, creative writing, resume preparation, and research.

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### *THTR 492: Creative Project*

To fulfill their senior studies requirement, students may choose to work on a creative project that includes a substantial critical component, to be designed

in collaboration with their thesis advisor. Possible projects include (but are not limited to) writing an original script, creating and performing a solo show, participating in a devised performance, or choreographing an original dance. The critical component will not only document the creative process, but also include an analysis of the texts and artistic influences that inspired the project and a rigorous post-performance critique.

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*THTR 494: Senior Thesis*

A well-documented and well-executed senior project completed in the senior year may count as a senior thesis. (See Academic Regulations in the Student Handbook for details.) As with other theses, the final project will be reviewed by a thesis-examining committee consisting of three faculty, at least one from outside the Theater Department. Students are encouraged to consult with members of this committee during the planning and execution of the project.

# Urban Studies

## Faculty

*Cristina Groeger*

Assistant Professor of History  
Chair of Urban Studies (spring)

*Aundrey Jones*

Assistant Professor of Philosophy  
Chair of Urban Studies (fall)

*Rudi Batzell*

Associate Professor of History

*Ajar Chekirova*

Assistant Professor of Politics

*Rebecca Graff*

Associate Professor of Anthropology

*Brian McCammack*

Associate Professor of Environmental Studies

Minor in Urban Studies

The minor in Urban Studies is designed to complement a variety of majors throughout the curriculum. No major is available.

Spending a semester In the Loop? Most In the Loop students will fulfill  $\frac{3}{4}$  of the Urban Studies minor requirements (two internship credits, LOOP 202, and a methods course) as part of their major. That means you only need two

additional courses to complete the minor: the core course URBS 120/HIST 235: American Cities, and one of the electives listed below.

*Requirements for the Minor:*

- *Core course for all students:* [Urban Studies 120](#) / [History 235: US Cities](#)
- *One methodology course:* Minors are expected to take one methodology course that is related to the types of research they are likely to do in Urban Studies. The following methodology courses are already approved. Other methodology courses may be taken to meet this requirement in consultation with the chair of Urban Studies. *NOTE: many of the courses below have prerequisites or are restricted to majors.*
  - ARTH 485: Seminar: Means and Methods of Art Historians
  - COMM 256: Communication Research Methods
  - ECON/BUSN/FIN 130 Applied Statistics
  - HIST 300: The Historian's Workshop
  - MATH 150: Introduction to Probability and Statistics
  - POLS 200: Methods of Political Research
  - PSYC 221: Research Methods and Statistics I
  - PSYC 222: Research Methods and Statistics II
  - SOAN 310: Quantitative Methods
  - SOAN 320: Qualitative Methods
- *One internship, equivalent to one credit (150 hours), covering urban work. (Internships must have approval of the Urban Studies chair in order to receive credit.)*
- *Three electives from at least two different disciplines with a significant focus on urban issues. The electives may be from the following list, or as approved by the Urban Studies chair. A **second** internship (equivalent to one credit) may replace one of the three electives:*
  - AFAM 110: Intro to African American Studies



- AFAM 200: Black Politics and Protest
- AFAM 228: History of Hip Hop
- AFAM 275/HIST 275: Black Her-story
- AFAM 300: Police, Prisons, Power
- AFAM 305: Women and Gender in Hip Hop
- AFAM 317/HIST 317: History of Black Television
- AFAM 361/HIST 306: Civil Rights Movement
- ART 261: Art of Social Change
- ARTH 217: 19th Century Art
- ARTH 218: 20th Century Art
- ARTH 360: Contemporary Art
- COMM 283: Race, Class, Gender, and the Media
- COMM 285: Modern Media History
- COMM 287: Media Systems and Institutions
- COMM 383: New Media & Society
- COMM 385: The Public Sphere
- COMM 389: Political Economy of Media
- ECON 320: Labor in the American Economy
- ECON 325: Economy of Land
- ECON 489: Globalization and Its Impact
- EDUC 310: Equity and Social Justice in Education
- EDUC 320: Comparative and International Educ
- ENGL 219: Malcolm & Martin
- ES 323/AFAM 323: African American Environmental Culture
- ES 335: Environmental Justice
- HIST 201: Inequity, Rights, Reaction: Modern US
- HIST 203: African American History 1865-2016

- HIST 233: Latinx Chicago
- HIST 239: History of Education in American Society
- HIST 258: History of Sports
- HIST 260: Modern China
- HIST 262: Modern Japan
- HIST 284: Epidemic Disease in Western History
- HIST 312: Immigration in U.S. History
- HIST 319: Protest and Police in U.S. History
- HIST 369: Capitalism: A Global History
- LNAM 241: Gender and Territory in Latin America
- LOOP 202: Professional Development in the 21st Century
- POLS 219: Politics of Latin America
- POLS 226: Public Policy Studies
- POLS 265: Immigration Law and Policy
- POLS 316: Global Cities
- RELG 238: Religion & Place Chicago
- SOAN 205: Archaeological Field School
- SOAN 230: Anthropology of Sports
- SOAN 244: Anthropology of Education
- SOAN 270: Mapping Chicago
- SOAN 290: Social Problems and Social Policy
- SOAN 363: Globalization, Modernity, Culture
- SPAN 325: U.S. Latinx Literature and Culture
- SPAN 380: Cine, Literatura y Sociedad América Latina
- THTR 250: Exploring Chicago Stages

## Learning Outcomes

1. Student will be able to recognize interrelated forces that shape working within an urban setting.
2. Student will be able to identify and articulate specific issues that shape the experience of diverse populations in urban areas
3. Student will be able to identify relationships between public policy and urban life.
4. Student will be able to evaluate strategies designed to deliver services or regulate activities in an urban area in terms of their potential outcomes for more than one set of stakeholders.

## Urban Studies Courses

### *URBS 110: Introduction to Urban Studies*

Urban Studies allows students to examine the development and impact of urbanization in the great metropolitan regions (comprising larger inner cities and suburban communities) in which a majority of the world's population now lives. This interdisciplinary course focuses on the economic, political, environmental and cultural dimensions of the urban experience, with guest lectures by a variety of college experts. A core professor will coordinate these visits, encouraging students to see how all elements interrelate to both limit and expand what is possible in metropolitan regions. Field trips to both urban and suburban locations will allow students to understand the range of issues confronting these population centers. Students will be challenged to think about how compromise and negotiation are crucial parts of urban planning and to ask how decisions that affect the urban and suburban community ultimately are made.

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### *URBS 120: US Cities*

This course is an introduction to the political, economic, and social forces that have shaped US cities in the last 200 years, with a focus on the city of Chicago. We explore the growth of urban economies, migration and

immigration into cities, racial/ethnic segregation and displacement, and struggles over power and resources. Students are introduced to multiple disciplinary approaches to understanding US cities, and visit relevant sites in Chicago. This course is the core course for the Urban Studies minor program. (This course satisfies Social Science and Domestic Pluralism.)  
cross listed: HIST 235, AMER 263, ES 263

# Graduate Programs

Lake Forest College has two graduate programs of study, a Master of Liberal Studies Program and a Master of Arts in Teaching.

- [Master of Liberal Studies](#)
- [Master of Arts in Teaching](#)

## Admission Contacts

- *Master of Liberal Studies Program*

**Cynthia Hahn**

*Director, Master of Liberal Studies Program*

847-735-5273

[hahn@lakeforest.edu](mailto:hahn@lakeforest.edu)

- *Master of Arts in Teaching Program*

**Adrienne Thoms**

*Education Preparation Program Coordinator*

*Department of Education*

847-735-5169

[thoms@lakeforest.edu](mailto:thoms@lakeforest.edu)

# Master of Liberal Studies

The [Master of Liberal Studies Program](#) is designed for those who have completed a bachelor's degree and who want to enhance their knowledge and analytical skills to prepare themselves for the challenges of the twenty-first century.

## The Basics

Lake Forest College offers a master's degree in liberal studies (MLS) to adults who live and work in the community, including teachers, professionals, and anyone interested in pursuing advanced study for their own enrichment and pleasure. The heart of the MLS program is a series of interdisciplinary seminars, taught by faculty members representing different disciplines. These specially designed seminars foster the ability to integrate knowledge from several fields and to deal with major questions in light of the wisdom afforded by a broad understanding of the liberal arts.

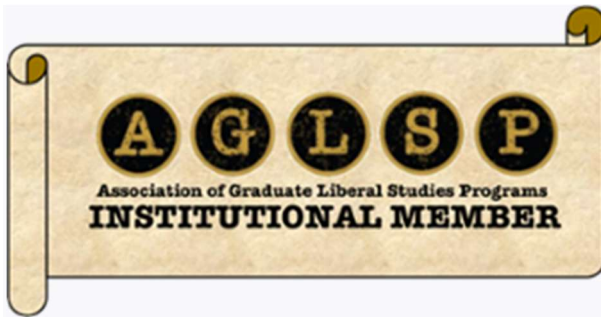
## Getting Started

The MLS program is flexible, designed to be responsive to the needs of individual students. Students can enter in either Fall or Spring and pursue the program at their own pace. Students working with an advisor design their own curricular programs. We will collaborate with you to develop a plan that fits your schedule and your life.

- [Information on the Fall 2024 and Spring 2025 seminars.](#)
- **110 Buchanan Hall** and is open **Monday-Thursday from 10am–3pm, closed on Friday.**
- Stay up to date and see all the latest MLS news in the [2024 MLS Spring Newsletter](#).

## AGLSP Member

We are proud to be an institutional member of the [Association of Graduate Liberal Studies Programs](#). This organization creates a forum for the exchange of information and ideas among Graduate Liberal Studies programs, their students, their alumni, and all others with related intellectual and institutional goals.



## Teacher Grant

The MLS program welcomes educators and has a program of grants to help pay tuition. Teachers are eligible for grants that can reduce their tuition per course by as much as half. Applying for a grant is simple. Email Cynthia Hahn at [hahn@lakeforest.edu](mailto:hahn@lakeforest.edu) to learn more.

## Auditing MLS Seminars

### Auditing MLS Seminars

Adults may register to audit an MLS seminar, assuming there is space in the class. Students who audit an MLS seminar attend classes and may participate in discussion, but they do not write the papers. Auditors do not earn academic credit but the course they audit will be listed on their official transcripts with the designation of AU. Tuition for auditing is currently \$700 per course.

### Option for MLS Auditors to Transition into the MLS Program

Students who successfully audit four MLS seminars will be granted one graduate credit, which may be counted towards the eight credits needed for the Master of Liberal Studies degree.

## What Our Students Have to Say

- **Robert Bullard:** "I undertook the MLS program to advance my professional career. I was looking for an opportunity for real intellectual stimulation and I was absolutely energized by the idea of sitting around a table with professionals from other careers and sharing thoughts and ideas -- and debating those ideas. It was a

great opportunity to be in class with the best of the best in teaching faculty."

- **Anita Cukier:** "Challenging, yet non-competitive, the MLS program encourages independent thinking, fosters interests, and opens up new horizons. It is a nurturing program led by professors whose constant encouragement instills confidence and resolve and inspire further academic endeavors."
- **Thomas Skelly:** "The **quality of the discussion** around very interesting topics I found to be excellent. You get a clear **diversity of opinion** among professors and students with different life experiences."
- **Jane Steen:** "I developed more confidence in writing and speaking about **a variety of subjects.**"



# Admission and Tuition

To be admitted to the Masters in Liberal Studies program, candidates must hold a bachelor's degree from an accredited college or university. Candidates should submit transcript records of all college work at the time they submit their application for admission. Our simple application form asks applicants to write a brief essay stating how the Graduate Program in Liberal Studies will serve their needs. In addition, each applicant will be interviewed by the Director, Associate Director, or another member of the MLS Committee. The Committee is responsible for admitting applicants. The decision to admit an applicant is based entirely on the Committee's assessment of whether the applicant is likely to perform well in the program and to benefit from it.

[Apply to the MLS Program.](#)

Graduate tuition and expenses

Tuition per Course for 2024-2025:	\$3,145
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**Full-time teachers qualify for a grant to cover half of tuition costs.**

Withdrawal and refunds

A student who wishes to withdraw from an MLS seminar or an elective course must notify the Associate Director of the program. Refunds will be made according to the following schedule.

Seminar Meetings Completed	Refund
1	90%
2	80%

3	70%
4	60%
5	50%
6	40%
7 or more	0%

When students withdraw from elective courses, refunds follow the prorated schedule for regular undergraduate courses.

**All financial policies detailed under Undergraduate Tuition and Fees apply to the Graduate Program in Liberal Studies.**

# Requirements

## Master's in Liberal Studies

A candidate must successfully complete at least eight Lake Forest College courses for graduate credit. Since each of these courses carries four semester hours of credit, the MLS degree represents a total of 32 semester hours of graduate credit.

Of these eight courses, at least three must be MLS interdisciplinary seminars. The remaining five courses are electives and may be chosen from the following options:

- additional MLS seminars;
- advanced undergraduate courses in which the graduate students will be expected to do extra work. In certain cases, students may choose to concentrate electives in a discipline or programmatic area;
- independent study, one form of which is a master's thesis.

An overall average of B or higher is required to complete the MLS degree.

MLS students are not required to take any minimum number of courses a year to remain in the program. Part-time students are welcomed and most students take only one course a semester. Students may also choose to complete the MLS degree in one year, or a year and a half, through a special accelerated program, usually requiring completion of a thesis or final project.

Coursework given a grade of incomplete by the instructor must be cleared within one year; after that, the grade will be recorded permanently as NC (No Credit), which will not affect the student's grade point average.

### *Transfer credit*

Once a student is admitted to the program, the MLS Committee may approve the transfer of graduate courses from an accredited university. Only courses in which the student has earned a grade of B or higher and that fit into the liberal arts definition of the MLS program can be considered for acceptance in transfer. Normally, the Committee will accept in transfer no more than the equivalent of two Lake Forest College graduate courses.

*Apply to the Program*

[Application for Admission Form](#)

# Courses

## *MLS 510: Darwin's Controversial Legacy and Influence*

The Darwinian legacy continues to influence much of our current thought, across diverse fields of inquiry. The importance of the work of Charles Darwin, whether acknowledged or unrecognized, is as strong — and controversial — today as it has ever been. While a significant portion of the U.S. public may continue to reject evolution, believing to some extent that humans have always existed in their current form, the scientific community not only accepts Darwin's theory of evolution by natural selection, but entire research programs have been built around it, ranging from evolutionary biology itself to genetics, medicine, psychology, sociology, anthropology, geology, and philosophy. This seminar examines Darwin's text, *On the Origin of Species*, as well as selections from several of his other books. David Quammen's *The Reluctant Mr. Darwin* and several essays by Stephen Jay Gould inform discussion, while John Dewey's "The Influence of Darwin on Philosophy" is a touchstone for the course. These foundational readings serve to shape our analysis of the ongoing debate surrounding Darwinian concepts, not only regarding issues of creationism and intelligent design, but ongoing controversies related to Darwin's theories within the current disciplines of biology, philosophy, psychology, and sociology.

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## *MLS 514: Public Policy & Environment*

This seminar assesses how governments seek to manage the natural environment. Such assessment includes consideration of the history of environmental regulation, alternative conceptions of the relationship between humankind and the natural world, and the policy tradeoffs between environmental preservation and other goals such as economic growth. This course focuses specifically on the policy challenges caused by climate change — a series of disruptive trends that many scientists consider the existential crisis of our time. In so doing, the seminar analyzes how governments and their citizens have responded to three central issues related to climate change: its causes, consequences, and possible solutions.

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*MLS 516: The Idea of Law*

The idea of 'law' can mean different things in different contexts and applications. This seminar considers such questions as whether the concept of law is used the same way in the natural and social sciences. How does 'natural' law differ from 'positive' law? While literature does enlarge our understanding of law in these several senses, how do letters, as well as the other arts, themselves reflect their own 'rules'? And do new theories of literary criticism along with chaos theory challenge older assumptions of order and meaning?

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*MLS 518: Intellectual Revolution of 20th Century*

In the unsettled years around 1900 intellectuals and scientists developed radically new ways of thinking about the natural and social worlds, while new aesthetic visions emerged in the arts. These intellectual revolutions permeated the general consciousness during the early decades of the twentieth century. At the same time, new technologies contributed to a pervasive mass culture that both influenced and alienated artists and intellectuals. This seminar examines the contributions of major thinkers such as Freud and Einstein and movements such as modernism that have had a decisive influence on our worldview.

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*MLS 520: Mind and Brain*

The brain has been called an 'enchanted loom.' Can our knowledge of the physical brain help us understand our thinking selves, our emotions, and other mental processes? Conversely, can a good understanding of the human mind (rational, spiritual, and creative) illuminate our study of the physiological brain? How do personality and intellect develop over one's life? How does the brain develop, and how might consciousness have evolved? Do we have inborn 'social instincts'?

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*MLS 522: The 18th Century: Emergence of a New World View*

The Scientific Revolution of the seventeenth century transformed the intellectual climate of European civilization. In the century that followed, many argued that the rational methods of natural science could be applied to philosophy, religion, politics, aesthetics, and society. The impulse to Enlightenment was challenged by a generation of writers and satirists who, while often introducing new styles of poetry and prose, defended traditional humanistic values. From this tension between old and new, continuity and change, emerged a modern world view. This seminar will explore eighteenth-century culture in a variety of its manifestations, including science, literature, the arts, religion, and politics.

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*MLS 524: Ways of Knowing*

We know many different things, but we also know in many different ways. The poet and the biologist know nature in distinctive manners. What is the basis for scientific knowledge? How can we know the past? What kinds of knowledge are the province of literature and the arts? The seminar will explore several of the ways in which we know, concentrating on science, literature, philosophy, and the arts.

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*MLS 526: Sound and Image*

This seminar will consider the aesthetic interaction between ear and eye, especially in the mass-mediated forms of music, sound effect, dialogue, photograph, painting, and cinema. We will read both theoretical and literary reflections on the subject, see some movies, and listen to recorded music. Briefly considering the physics and physiology of hearing and vision, we will consider how the artistic imagination, delivered in audio and visual media, interacts with audience experience both as individuals and as a social group.

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*MLS 528: Liberty*

The concept of liberty is a relatively modern one; we can trace its development from the English Enlightenment to the 21st century. This seminar will explore how the idea of liberty has developed as a political, economic, cultural and social ideal. We will look at liberty in markets, individual rights, conflicts between equality and freedom, international relations, psychological explorations of freedom, conflicts between states and individual liberties, and other topics. Materials will include classic texts and cultural explorations of liberty through literature and the arts.

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*MLS 530: War and Peace, Conflict & Human Nature*

This seminar will examine our complex attitude toward war and peace, as elaborated through literature, philosophy, and history. We will consider topics such as the moral issues of starting and waging war, the impact of war on participants and those affected by it, how issues of war and peace frame our global reality and efforts to encourage peace. The seminar will also explore imaginative literature about war—memoirs, fiction, and poetry.

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*MLS 532: Sex & Gender in Nature and Society*

An interdisciplinary exploration of sex and gender, with emphasis on the perspectives of biology, psychology, history, art, and literature. We will examine the biological bases for differences between males and females and how evolution shapes sex roles in animal societies. We will consider the social and cultural differences between males and females and how gender and sex affect the social roles of men and women. How, if at all, have gender roles changed in the process of historical development? How does culture construct gender and in what ways can art and literature illuminate aspects of gender?

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*MLS 534: Civil Liberties and Civil Rights*

Civil rights and civil liberties are often confused but both are essential to any civilized society. This seminar will explore the issues in the American context, focusing on the essential differences between civil liberties—or the individual freedoms guaranteed by the Constitution and the Bill of Rights—and civil rights, the protections afforded particular groups from discrimination or unequal treatment. Landmark court cases in the areas of reproductive rights, freedom of speech and religion, capital punishment, the right to keep and bear arms, and voting rights will be studied and discussed, from a legal, political and an historical perspective. International comparisons will be an integral part of the course.

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*MLS 536: Meetings: East and West*

Encounters between cultures play a significant role in world affairs. This course explores the complex and evolving inter-relationships among East Asian nations and Western powers, by focusing on how both Eastern and Western traditions and discourses encounter, resist, assimilate and transform each other in unpredictable ways. Sweeping themes, ranging from the formation of empire and efforts to create modern nation-states in China and Japan to cultural/intellectual interchanges between East Asia and the United States will be discussed through the examination of a wide variety of sources, including official documents, personal memoirs, oral histories, literary and artistic works, film, and academic scholarship.

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*MLS 538: Ethics and Life*

Selected topics dealing with the ethical dimension of human activities, institutions, and traditions. Topic for Fall 2005: International Relations. Considerations of the intersection between ethics and U.S. foreign policy, examining tensions and harmony between universal values and national interest. Examination of the extent ethics does, can, or should inform decisions about the U.S. role in international affairs.

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*MLS 540: Cinema & Society*

Cinema exerts a powerful influence on society. It reflects, shapes and comments upon a variety of social and political concerns. Through careful analysis of films--classic as well as recent--and related texts, the seminar will explore varying representations of such themes as nation, gender, class, and race from literary, socio-scientific, and artistic perspectives.

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*MLS 542: Images of Human Nature*

This course will consider various views about the nature and meaning of human existence. Among the images to be examined are the religious and philosophical, the heroic, the psychological, as well as the sociological and historical. Readings include selections from a wide range of sources, such as the Book of Genesis, Confucius, the Greek philosophers, Shakespeare, Hobbes, Dostoevsky, Freud, and contemporary writers. We will also explore images of human nature in film.

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*MLS 544 Chicago*

Chicago's story can be traced by examining the unique relationship between its people and the city they built. In 1880, the site was a swampy area and a crossroad for trade routes of native peoples. By 1820, a Black fur trader had settled there, attracting settlers from the eastern states. By 1900, Chicago was the home of the skyscraper and headquarters for major businesses, with a population close to two million, a junction of river and rail transportation that made it a vital center of the continent. This seminar will explore how Chicago was built, how its population grew and was governed, and how the culture of the city developed.

*MLS 546: Religion: Inter-disciplinary Approach*

Religion has been a cultural universal in the past, and remains a constant in our current societies. Some of the questions that this cross-disciplinary seminar explores are as follows: What is religious experience? How does it interact with other facets of our psychological, sociological, economic, and cultural life? What was its role in traditional societies? What is its future? We shall look at religion from the perspectives of theologians, philosophers, psychologists, and social scientists.

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*MLS 548: Romanticism: Self and Society*

The Romantic era (ca. 1780-1830) was a period of revolutionary change in politics, literature, music, and the visual arts. This seminar examines the evolving relation of self and society through five transformational decades of modern European history. Discussions will focus on the works of a number of major figures, including Blake, Burke, Schiller, Wordsworth, Keats, Schubert, and Mary Shelley.

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*MLS 550: Latin America: Political Economy & Culture*

An interdisciplinary study of the Latin American society, focusing on the historical context, politics and economic development. Special attention to the transfiguring role of film and literary texts.

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*MLS 552: Life as We Don't Know It: The Science of Science Fiction*

"It's life, Jim, but not as we know it!" An interdisciplinary seminar exploring classic and contemporary texts of science fiction from the perspectives of a scholar of literature and a trained ecologist. We will investigate the science behind some of the classic tropes of the genre including alien life, artificial

intelligence, the ecology of other worlds, and the political logic of dystopia. How do science fiction stories and films help us imagine the future—and perhaps as importantly, better understand the world in which we now live? Materials will include classic science fiction texts by Frank Herbert, Stanislaw Lem, Ursula K. LeGuin, N.K. Jemisin, and others, as well as films such as Andrei Tarkovsky's *Solaris* and Alex Garland's *Annihilation*.

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*MLS 554: Modern British Culture*

An interdisciplinary exploration of British culture in the 20th and 21st centuries. Topics include the Edwardians, the impact of World War I; the Bloomsbury circle; culture during the Slump; films of the Second World War; working class realism after the war; the Sixties; Thatcherism and its critics; postmodernism and posthumanism.

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*MLS 556: Existentialism and Its Discontents*

Existentialism was one of the most popular philosophical trends in the twentieth century, attracting philosophers and artists who sought to wrestle with the most personal and ultimate questions of meaning in the face of rising rationalism and scientific positivism. In part, Existentialism was rooted in the view that philosophy should be a way of life, practical and engaged, rather than mere abstract theorizing by elite intellectuals. Consequently, some of the deepest expressions of this philosophy have been in popular literature and film, which will be the focus of our seminar. This course will explore the artistic and ideological roots of the Existentialist movement in the 19th century with writers like Kierkegaard, Nietzsche, and Dostoevsky. It will examine the explosion of Existentialist thinking in the 20th century, especially in France through the literature of Sartre, De Beauvoir, and Camus. And, finally, it will consider more recent critiques of Existentialism from the vantage of philosopher-novelists like Iris Murdoch. Emphasis will be on the artistic expressions of Existentialism, particularly the novel as a form of philosophical exploration. Other Existentialist artists and philosophers to be considered may include De Unamuno, Bergman, Frankl, and Buber.

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*MLS 570: Preceptorial: American Greats*

*(This small group tutorial, also called a preceptorial, is offered on an as needed basis)*

The course will focus on great works from American literature and philosophy. Works include those by Thoreau, Emerson, Melville, Twain, Wharton, and others from the 20th century.

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*MLS 572: Higher Education in the U.S.: Goals and Outcomes, Current Challenges, and Sustainability*

This course examines the worth of a college education in the U.S.—for the society, the economy, and the individual. The seminar, with a focus on comparisons between liberal arts, universities, and community college models, draws from the work of philosophers and recent higher education research to consider the fundamental values and ethics that drive expectations for the college experience. Economic analysis addresses outcomes associated with public investment in colleges and universities and concerns about economic stability of current models. Public policy expert opinions provide insight as to why U.S. confidence in its colleges and universities is low and why employers may report disappointment in the skills of college graduates. The contributions of historians, artists, humanists, and social and physical scientists illuminate the idea that U.S. colleges and universities are often considered the best in the world at generating creativity and innovation. This course engages in a current assessment of undergraduate education—its structures, challenges, and contributions. Considering higher education's complexities, students in this course generate ideas for reform to existing higher education models to enhance outcomes and future sustainability or necessary evolution of this historic enterprise.

*MLS 580: The American Founding: Principles, Practices, Controversies*

(Civics Program) American politicians and legal scholars often support their opinions by referring to the Founding era of the United States. But what exactly occurred during those important years at the end of the 18th century? What were the major debates about the ratification of the Constitution and how were they resolved? Are these founding principles and institutions still worthy of support as they stand? Do they need to be revised to meet changed circumstances and, if so, to what degree? In this course we will carefully interrogate the history and political philosophy of the Founding Era by examining a wide selection of key texts. In addition, we will explore how different generations of Americans have (re)interpreted the meaning of these texts. Finally, we will consider how and why debates surrounding the meaning of the Founding era are still very much present in virtually all of the major political controversies of our day.

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*MLS 582: Iconic Supreme Court Cases*

(Civics Program) American political and legal history is filled with important and influential Supreme Court cases that have dramatically shaped our constitutional tradition. In this course, we will carefully examine a number of iconic cases, such as *Marbury v. Madison*, *Dred Scott v. Sandford*, *Roe v. Wade*, and *Obergefell v. Hodges* (to name just a few), with an eye towards understanding their continuing legacies and significance. In addition to analyzing these cases on their own terms, we will also rely on them to illuminate broader questions concerning the proper role of the Supreme Court in our democracy.

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*MLS 583: Hamilton and the Founding Fathers*

(Civics Program) The reputation of Alexander Hamilton has vacillated wildly over the years. Detractors have called him an elitist, an opponent of democracy, or a crypto-monarchist, while his admirers view him as a realist who believed that the new Republic needed a strong central government in

order to build a strong economy. Because he played a pivotal role in both the American Revolution and the formation of the Constitution, his story becomes a lens to study many of the defining moments of the founding of the United States. His life takes us into the great debates of the early republic over the scope and nature of government power and its role in shaping American society. This course will draw on the musical "Hamilton" as well as recent scholarship and key primary source readings to reassess Hamilton's influence upon the key events of his lifetime and his legacy. The goals of the courses are: 1) to understand the key personalities, debates, and decisions of the Revolution and the Early National Period and 2) to model and practice the most effective teaching strategies for use in your own civics and history classrooms.

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*MLS 585: Rights: The History of an Idea*

(Civics Program) The idea that humans have rights, as we understand them today, is a relatively new one in the world. Rights that protect liberties are central to the theory of liberalism, the dominant political idea in the West. We will trace the roots of the idea, beginning with the Magna Carta, examine the classic liberal theorists, like Locke and Smith, whose philosophies have been so influential worldwide but particularly in the United States. We will end with 20th century American theorists who wrestle with the challenges of a rights-based society. Claims of individual liberty have political, economic, cultural and social implications. Throughout the semester we will juxtapose theoretical explorations of rights and liberties with concrete and specific examples of how ideas of liberty have expanded, contracted and brought conflict in American history. Public policy, law, and Supreme Court decisions reflect our constantly changing views on what it means to be free to speak, to consent, to participate in economic markets, to control one's own body. In emphasizing the theoretical foundations of rights and liberties, we prepare for further study on American politics, civil liberties, and American foreign policy.

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*MLS 586: The American Constitutional Experience*

(Civics Program) While many Americans note with some satisfaction that our Constitution is the oldest written governing national charter still in operation, there are a rising number of scholars and citizens of diverse political persuasions who argue and worry that our constitutional order is dangerously close to rupture. In this course, we seek to examine the American constitutional experience from as broad a lens as possible (including via film and literature) in order to assess its legitimacy. By examining previous historical moments of crisis and rupture, we will seek to glean lessons and/or gain context from the past. We will also try to assess the efficacy of our current constitutional arrangements by considering what reforms, if any, are necessary to solve our most pressing problems. Given that high-quality civics education is often put forward as one such solution, we will consider what our role as educators should be in transmitting and communicating our constitutional traditions and cultures to future generations

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*MLS 587 The Civil Rights Movement*

(Civics Program) This course is focused on the origins, development, accomplishments and legacy of the Black civil rights movement from World War I to the present. Students will explore the structure and manifestations of racial inequality in the United States; the movement's various organizations, ideologies, demands and tactics; the grassroots leadership roles of women, students and local southern activists; major legislative victories; and the movement's limits and failures. Particular attention will be paid to the nation's unfinished civil rights agenda and how it intersects with the Black Lives Matter movement, the controversy over Confederate monuments, current conflicts over voting rights and the contention over teaching critical race theory. Course readings are designed to illuminate the central question: What is the "official" narrative of the civil rights movement and who or what has been left out or overlooked? Students will be assigned a mix of primary and secondary source readings and documentary film clips to answer this question and inform their own teaching.

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(Civics Program) Isolationism is the notion that the United States ought to refrain from getting involved in European and Asian great power conflicts and pursue a policy of non-entanglement in international politics more generally. Often misunderstood and routinely maligned, it posits that the national interest is best served when the United States acts with restraint on the world stage and otherwise follows President George Washington's admonition that the country ought to "Observe good faith and justice toward all nations; cultivate peace and harmony with all...." This course studies the history of isolationism as an idea, an ideology, and an ideal since the founding of the republic in 1787. It also considers and examines some of the dominant criticisms of isolationism, historical and contemporary. It does so by using several complementary methods. It examines the writings of politicians, statesmen, and civil society actors. It conducts in-depth case studies of isolationism, either in the conduct of U.S. foreign policy, such as the inter-war period of the early 20<sup>th</sup> century, or when advocacy on behalf of an isolationist policy surged during times of social tumult. It also explores how the theory and practice of isolationism informs contemporary debates about America's role in the world today – when there is an on-going diffusion of political power globally away from the U.S. and toward rival states and other actors

# Student Learning Outcomes

## Learning Outcomes

1. Demonstrate advanced communication skills by

- composing clear, well-written essays;
- delivering effective oral presentations.

2. Demonstrate the ability to think critically and analytically by

- evaluating the validity and biases of research materials;
- developing a coherent interpretation about a topic.

3. Demonstrate an interdisciplinary understanding of an issue by

- explaining the methodological differences among academic disciplines;
- articulating the strengths and limitations of various approaches.

# Master of Arts in Teaching

Through the Master of Arts in Teaching (MAT) Program at Lake Forest College, students can obtain both a master's degree and Illinois teacher licensure simultaneously. The MAT entitles graduates for state-accredited initial teaching licensure focused on one of the following areas:

- Elementary grades 1-5
- Secondary grades 9-12: mathematics, English, history, chemistry, biology, physics
- PK-12: visual arts, music, Spanish, French

The MAT Program includes two options:

- **Combined BA/MAT**, for individuals who seek to earn their BA in relevant content area for teaching (any content area for Elementary) and their subsequent MAT/teaching licensure at Lake Forest College
- **Post BA MAT**, for individuals seeking licensure who have completed a minimum of a bachelor's degree at another institution (with a major in an area of study offered by Lake Forest College) or at Lake Forest College

The MAT program is not appropriate for teachers who are already licensed to teach in PK-12 schools.

# Admission and Tuition

The application process differs for Combined BA/MAT and Post BA MAT candidates.

## Combined BA/MAT application process

Combined BA/MAT candidates are individuals seeking their BA in relevant content area for teaching (any content area for Elementary) and their subsequent MAT/teaching licensure at Lake Forest College. No formal application is necessary for Combined BA/MAT candidates, as it is embedded within the BA Checkpoint I program entrance process.

## Post BA/MAT Application Process

Post BA MAT candidates are individuals seeking licensure who have completed a minimum of a bachelor's degree at another institution (with a major in an area of study offered by Lake Forest College) or at Lake Forest College. Post BA MAT candidates need to submit a formal application to the MAT program.

- Application deadline for fall semester: July 1
- Application deadline for spring semester: November 1

Before beginning step one of the official application process below, please contact the Education Program Coordinator, Adrienne Thoms ([thoms@lakeforest.edu](mailto:thoms@lakeforest.edu)), for inquiries and program overview. Adrienne will connect you with the MAT Coordinator, Dr. Desmond Odugu ([odugu@lakeforest.edu](mailto:odugu@lakeforest.edu)), to schedule an appointment for an in-person or virtual meeting and transcript evaluation. **Do not begin the online application process until you have connected with Adrienne and Dr. Odugu.**

## Post BA MAT Application

With the application, you will need to submit the following:

1. Unofficial college transcript that shows Bachelors' degree from accredited institution, as well as transcripts from each institution attended. The unofficial transcripts can be uploaded to the system.

Official transcripts will also need to be sent directly to Admissions from issuing institution(s).\*

2. One letter of recommendation from an employer or a professor at your prior institution (in desired licensure area for secondary and K-12 candidates or content area major for elementary education candidates) for academic and character reference.
3. Statement of academic and professional goals (1-2 page essay).

\*A 3.0 GPA in area of licensure is expected. Consideration will also be given to the rigor of the BA preparation as well as evaluation of the content area portfolio.

### Tuition

See Lake Forest College's [tuition page](#) for current rates for MAT courses. Scroll down to the "Masters of Art in Teaching" heading under the "Other Tuition Charges" section of the page.

# Requirements

## Requirements in brief for the Combined BA/MAT

Students in the Combined BA/MAT Program first complete their BA in their relevant teaching content area (any content area for Elementary) while earning a minor in Education. Students then continue at Lake Forest College to complete their MAT and remaining licensure requirements. Thus, Combined BA/MAT students fulfill four sets of requirements (to earn their BA and subsequently their MAT) to graduate with a recommendation for licensure:

- Completion of the Lake Forest College FFC towards earning the BA. (See an advisor in the Department of Education for recommended courses).
- Completion of course requirements within the Department of Education. (See course requirements below)
- Completion of a major outside of the Department of Education towards earning the BA:
  - for Secondary and PK-12 education – a major in the content area of licensure
  - for Elementary education – any content major at the College
- Additional courses as necessary to meet content area standards in broad fields for licensure.

## Requirements in brief for the Post BA MAT

Students in the Post BA MAT Program have already completed a minimum of a bachelor's degree at another institution (with a major in an area of study offered by Lake Forest College) or at Lake Forest College. Post BA MAT students fulfill the following requirements to earn their MAT with a recommendation for licensure:

- Completion of the course requirements within the Department of Education. (See course requirements below)
- Additional courses as necessary to meet content requirements via transcript evaluation by content-area specialist and education department.

## Required Education Courses for Combined BA/MAT and Post BA MAT

The below Education courses are required for all Combined BA/MAT and Post BA MAT students.

Note that additional content area courses are required for the area of licensure for teaching (and additional content courses for Elementary candidates). See also the Planning Forms for Coursework & Licensure for specific required content courses and sequencing of courses.

See an advisor in the Department of Education, as formal entrance into the Education program is required for most 400 and all 500 level courses.

### **The following courses are required for all secondary/PK-12 MAT students:**

- PSYC 110: Introduction to Psychological Science
- PSYC 210: Developmental Psychology
- EDUC 210: Observing the School Process
- EDUC 215: Instructional Communication
- EDUC 220: Philosophy of Education
- EDUC 413: Reading Methods in the Content Areas
- EDUC 414: Inclusive Learning Environments
- EDUC 415: Middle School Fieldwork and Seminar
- EDUC 501: Introduction to Teacher Research
- EDUC 516X: Seminar on Advanced Themes in Philosophy and Pedagogy
- EDUC 518X: Teacher Action Research Project
- EDUC 519L: Adolescent Curriculum and Instructional Design / Senior Seminar
- EDUC 520: Discipline Specific Methods Teaching Adolescents / Senior Seminar (only for those seeking Secondary licensure)
- EDUC 521L: Student Teaching in Adolescent Classrooms

- EDUC 522 Discipline-Specific PK-12 Curriculum and Instructional Design / Senior Seminar (only for those seeking PK-12 licensure)

**The following courses are required for all Elementary MAT students:**

- PSYC 110: Introduction to Psychological Science
- PSYC 210: Developmental Psychology
- EDUC 210: Observing the School Process
- EDUC 215: Instructional Communication
- EDUC 220: Philosophy of Education
- EDUC 312: Arts in the Learning Process
- EDUC 403: Elementary Reading Methods
- EDUC 404: Elementary Fieldwork
- EDUC 414: Inclusive Learning Environments
- EDUC 501: Introduction to Teacher Research
- EDUC 502: Teacher Action Research Project
- EDUC 516L: Elementary Content Area Literacy and Social Studies Methods / Senior Seminar
- EDUC 516X: Seminar in Advanced Themes in Philosophy and Pedagogy
- EDUC 517: Elementary Math and Science Methods / Senior Seminar
- EDUC 518L: Elementary Student Teaching

**Planning Forms for Coursework & Licensure (BA & MAT)**

**Elementary Education**

- [Elementary Planning Sheet](#)

**Secondary Education**

- [Secondary Biology Planning Sheet](#)
- [Secondary BMB Planning Sheet](#)



- [Secondary Chemistry Planning Sheet](#)
- [Secondary English Planning Sheet](#)
- [Secondary History Planning Sheet](#)
- [Secondary Math Planning Sheet](#)
- [Secondary Neuroscience Planning Sheet](#)
- [Secondary Physics Planning Sheet](#)

### **PK-12 Education**

- [PK-12 Art Planning Sheet](#)
- [PK-12 French Planning Sheet](#)
- [PK-12 Music Planning Sheet](#)
- [PK-12 Spanish Planning Sheet](#)

### **Additional requirements:**

All MAT students are required to meet with an advisor in the Department of Education to:

- determine a specific program (secondary, K-12, elementary)
- declare the major (for Combine BA/MAT candidates only)
- plan a tentative 4-year course of study to meet program requirements
- learn about other program requirements, including developmental portfolio (checkpoint) requirements
- learn about necessary state licensure exams, including [content area tests](#) and edTPA

### [Policies](#)

#### **Grade Policies**

- A student must earn a B- or better grade in any Education (EDUC) course for the course to count toward the Education major and licensure.

- A student must earn a C or better grade in all non-Education licensure course requirements, including content major courses and cross-listed EDUC courses, for the course to count toward the licensure program.
- No course that counts towards the Education major and licensure, including content major courses and cross-listed EDUC courses, may be taken with the Pass/Fail grade option. All Pass/Fail grades earned toward the Education major and licensure must be converted to the actual (A-F) grade equivalent and factored into the GPA.
- All other courses are subject to the College's grade policy.
- See the Education Department Policies and Procedures for additional information.

## **Academic Grievances for Teacher Education Students**

Teacher education candidates have the same academic rights and responsibilities as all Lake Forest College students. There are, however, specific situations in the teacher education program when decisions may be cause for student grievances. These situations include the following:

- Admission to or dismissal from the teacher education program, a clinical experience, or student teaching
- Evaluation of the candidate's performance in courses, clinical experiences, or student teaching
- Recommendation for state licensure or for employment

Students who wish to appeal any of these teacher education matters should first confer with the Chair of the Education Department. Appeals must be made in writing to the Education Advisory Council through the Chair of the Education Department. Students may have personal, academic, or legal support in hearings concerning teacher education matters. If an issue remains unresolved, the student may take his or her grievance to the AAB or the Dean of Faculty, depending on the nature of the grievance, and, finally, to the President of the College.

## **Policies and Procedures Handbook**

## [Policies and Procedures Handbook](#)

### Developmental Portfolio (Checkpoint Process)

The developmental portfolio comprises four checkpoints, each at different stages throughout your education trajectory, from becoming a teacher candidate (entering into the program) through exiting the program. Each checkpoint involves reflecting on your progress utilizing artifacts from your coursework (i.e., papers, tests, presentations, etc.) and fieldwork experiences (i.e., lesson plans, student work samples). The portfolio will be officially assessed at each checkpoint to determine your progress in meeting the standards and advancing through the program.

The [Development Portfolio is available online](#) as well as in [Word Document form](#).

# Required Courses

## Course Sequence for Those with a Bachelor's Degree

### Year One

Fall (foundational coursework)	Spring (MAT coursework)
<b>EDUC 210</b> Observing the Schooling Process	<b>EDUC 403:</b> Reading in the Elementary School or <b>EDUC 413:</b> Reading in the Content Areas
<b>EDUC 215</b> Instructional Communication: Theory and Practice	<b>EDUC 404:</b> Elementary Fieldwork and Seminar or <b>EDUC 415:</b> Middle School Fieldwork and Seminar <sup>[SEP]</sup>
One course in licensure area (secondary, K-12, or elementary content area requirements)*	<b>EDUC 414</b> Inclusive Learning Environments
<b>PSYC 210</b> Developmental	

### Summer Term I / May

## **EDUC 501** Introduction To Teacher Research

### Year Two

Fall	Spring
<b>EDUC 516:</b> Curriculum and Instruction in the Elementary School: Content-Area Literacy and Social Studies or <b>EDUC 520:</b> Discipline-Specific Secondary Curriculum and Instructional Design or <b>EDUC 522:</b> : Discipline-Specific K-12	<b>EDUC 518:</b> Elementary Student Teaching and Seminar or <b>EDUC 521:</b> Secondary Student Teaching and Seminar (12 hrs)

Curriculum and Instructional Design (with master's component)	
<b>EDUC 517:</b> Curriculum and Instruction in the Elementary Schools: Math and Science or <b>EDUC 519:</b> Secondary Curriculum and Instructional Design (with master's component)	<b>EDUC 502</b> Teacher Action Research Project (1 hr)
Phil./ Hist./Anthro EDUC.	
<b>EDUC 506:</b> Teaching Adolescent Students ( <i>middle school endorsement for elementary candidates only</i> )	

\*and/ or additional courses as required by transcript and portfolio evaluation by content-area specialist and education department

3-2 MAT Course Work Sequence (Current Lake Forest College Students)

Year One - Senior Year

Fall (foundational coursework)	Spring (MAT coursework)
<b>EDUC 210:</b> Observing the Schooling	<b>EDUC 403:</b> Reading in the Elementary School or <b>EDUC 413:</b> Reading in the Content Areas *
<b>EDUC 215:</b> Instructional Communication: Theory and Practice	<b>EDUC 404:</b> Elementary Fieldwork and Seminar or <b>EDUC 415:</b> Middle School Fieldwork and Seminar*
<b>PSYC 210:</b> Developmental (Prereq: PSYC 110)	<b>EDUC 414</b> Inclusive Learning Environments*

Other Major or Elective	Other Major or Elective
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*Summer Term I / May*

**EDUC 501: Introduction To Teacher Research**

*Year Two - MAT Year*

Fall	Spring
<p><b>EDUC 516:</b> Curriculum and Instruction in the Elementary School: Content-Area Literacy and Social Studies or <b>EDUC 520:</b> Discipline-Specific Secondary Curriculum and Instructional Design or <b>EDUC 522:</b> Discipline-Specific K-12 Curriculum and Instructional Design (with master's component)</p>	<p><b>EDUC 518:</b> Elementary Student Teaching and Seminar or <b>EDUC 521:</b> Secondary Student Teaching and Seminar (12 hrs)</p>
<p><b>EDUC 517:</b> Curriculum and Instruction in the Elementary Schools: Math and Science or <b>EDUC 519:</b> Secondary Curriculum and Instructional Design (with master's component)</p>	<p><b>EDUC 502</b> Teacher Action Research Project (1 hr)</p>
<p>Phil./ Hist./Anthro EDUC.</p>	
<p>EDUC 506 : Teaching Adolescent Students ( <i>middle school endorsement for elementary candidates only</i>)</p>	

Course Credits: 9.25 (10.25 for middle school endorsement option for elementary candidates)

Hours: 37 (41 for middle school endorsement option for elementary candidates)

\*3 courses will count for MAT and BA credit

Note: A “C” or better is required for every course that counts toward teacher licensure.

Note: A “B-“ or better is required for every Education Department course.

# Directory

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Claudia Wyatt-Johnson '69, Secretary

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President; SSU Corporation

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Shareholder and Managing Shareholder, Nyhan, Bambrick, Kinzie, and Lowry PC

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Lake Forest, IL

Stephen C. Strelsin  
Managing Partner (ret), Axiom Consulting Partners

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Hobe Sound, FL

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Founder, Mehlman Castagnetti

Joseph McCarthy '78  
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Executive Producer and President, Honest Engine Films

Sean Thomas '81  
Partner, Negotiations & Contracts Executive, Aon Hewitt

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Shao Lin-Lee  
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Executive Director on the Institutional Salestrading Desk, Morgan Stanley

Robert S. Murley  
Vice Chairman, Credit Suisse

Dr. Angelique L. Richard '85  
Acting Senior Vice President for Hospital Operations; Chief Nursing Executive for the Rush System; Vice President, Clinical Nursing and Chief Nurse Officer for Rush University Medical Center and the Associate Dean for Practice, Rush University College of Nursing

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Marisue Lacher  
Lake Forest, IL

## **Class of 2025**

M. Mercedes Badia-Tavas  
Partner, Barnes & Thornburg LLP

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Partner, Power Rogers, & Smith LLP

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Vice President, Investment Management Division: Goldman Sachs & Company, LLC

Geoffrey M. Curtis '97  
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Major Account Manager, R.R. Donnelley

Karen S. Frost '89  
Senior Vice President, Health Strategy & Solutions; Alight Solutions

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Naples, FL

Mark A. Shadle '84  
Managing Director, Global Corporate Affairs; Zeno Group

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President, Lake Forest College

Susan DuMont '07  
President, Lake Forest College Alumni Council

Jeffrey J. Anderson  
President and Chief Executive Officer, Lake Forest Graduate School of  
Management

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Owner/Managing Member, Dolan McEniry Capital Management, LLC

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Paula P. Lillard  
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David B. Mathis '60  
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Marian P. Pawlick  
Lake Bluff, IL

Lorna S. Pfaelzer  
Lake Bluff, IL

Rhoda A. Pierce '60  
Highland Park, IL

## The Faculty

### *Current Faculty*

Dawn M. Abt-Perkins (1993)  
B.S., M.S., Ph.D., University of Wisconsin (Madison); Director of Writing Programs; Professor of Education

Glenn Adelson (2009)  
B.A., University of Michigan; J.D., University of Michigan; Associate Professor of Environmental Studies

Robert Archambeau (1996)  
B.A., University of Manitoba; M.A., M.F.A., Ph.D., University of Notre Dame; Professor of English

Carla Arnell (2000)  
A.B., Augustana College; M.A., Ph.D., Northwestern University; Professor of English

Sugata Banerji (2015)  
B.E., West Bengal University of Technology (Kolkata, India); Ph.D., New Jersey Institute of Technology; Associate Professor of Computer Science

Flavia Barbosa (2017)  
B.S., Universidade Federal de Minas Gerais (Brazil); Ph.D., University of Missouri; Associate Professor of Biology

Anne Barry (2015)

B.A. and Higher Diploma in Education, University College Cork (Ireland);  
M.A., University of St. Thomas; Ph.D., Florida State University; Associate  
Professor of Music

Cassondra Batz-Barbarich (2019)

B.S., Loyola University Chicago; M.S., Ph.D, Purdue University; Assistant  
Professor of Business

Rudi Batzell (2017)

B.A., Columbia College; M.Phil., University of Cambridge (UK); Ph.D.,  
Harvard University; Assistant Professor of History

Christopher Todd Beer (2012)

B.F.A., The Savannah College of Art & Design; M.A., Humboldt State  
University; Ph.D., Indiana University; Associate Professor of Sociology

Theodore R. "T. R." Bell (2004)

B.A., Lake Forest College; Physical Educator and Coach; Director of Summer  
Conferences

Elizabeth Benacka (2007-2013, 2013)

B.A., Loyola University of Chicago; M.A., Ph.D., Northwestern University;  
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Susy Bielak (2022)

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Professor of Art

David M. Boden (1996)

B.A., Johns Hopkins University; J.D., College of William and Mary; M.A.,  
Ph.D., Northwestern University; Associate Professor of Sociology and  
Anthropology

Arthur Bousquet (2018)

B.S., M.S., SuP Galilee (France); Ph.D., Indiana University; Associate  
Professor of Mathematics

Brian Bruha (2004)

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B.S., University of Georgia; M.A., Ph.D., Wake Forest University; Assistant Professor of Psychology and Neuroscience

James Catanzaro (2009)

B.A., Greenville College; M.A., West Virginia University; Head Football Coach

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Shiwei Chen (1998)

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Jason A. Cody (1995-1996; 1997)

B.A., College of Wooster; Ph.D., Northwestern University; Professor of Chemistry

Michael Cohen (2017)

B.A., Miami University; M.A., Michigan State University; Associate Director of Admissions

William Conrad (2018)

B.A., Macalester College; Ph.D., University of Washington; Assistant Professor of Chemistry

Zachary Cook (2018)

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Joshua Corey (2007)

B.A., Vassar College; M.A., M.F.A., University of Montana; M.A., Ph.D., Cornell University; Professor of English

Michael Dau (1966)

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Shubhik DebBurman (2001)

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Daw-Nay Evans (2012)

B.A., George Mason University; M.A., Virginia Polytechnic and State University; Ph.D., DePaul University; Associate Professor of Philosophy

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Amanda Felkey (2006)

B.A., Carleton College; M.A., Ph.D., Cornell University; Professor of Economics and Business

Elizabeth W. Fischer (1992)

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B.A., Harvard University; M.Phil., University of Cambridge (UK); Ph.D., Harvard University; Assistant Professor of History

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B.S., University of Delaware; Ph.D., Rutgers University; Professor of Biology

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B.S., Williams College; M.S., Ph.D., University of Rochester; Assistant Professor of Biology

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Melissa Naughton (2008)

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Desmond Odugu (2009)

B.A., University of Ibadan (Nigeria); M.A., Nnamdi Azikiwe University Awka  
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Education

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B.S., State University of New York (Brockport); Head Women's Golf Coach

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B.A., Duke University; M.A. and Ph.D., Princeton University; Associate Professor of Politics

Dimitra Papadovasilaki (2017)

B.A., University of Macedonia (Greece); Ph.D., Boise State University; Associate Professor of Finance

John Pappas (2017)

B.A., Drake University; M.B.A., Lake Forest Graduate School of Management; Lecturer in Entrepreneurship

David W. Park (2003)

B.S., Northwestern University; M.A., Ph.D., University of Pennsylvania; Professor of Communication

Roshni Patel (2020)

B.A., University of Texas (Austin); Ph.D., Emory University; Assistant Professor of Philosophy

Richard Pettengill (2003)

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B.A., Macalester College; Ph.D., University of California-Berkeley; Associate Professor of Chemistry

Margot Schwalbe (2018)

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Nilam Shah (2015)

B.S., University of Illinois; M.S., Ph.D., Northwestern University; Associate Professor of Chemistry

Jacqueline A. Slaats (1986)

B.S., Iowa State University; M.S., University of Wisconsin (Whitewater); Vice President for Career Services and Athletics; Senior Advisor to the President

Adina Stanculescu (2023)

B.S., Ph.D., University of Illinois-Chicago; Visiting Assistant Professor of Biology

Jeffrey O. Sundberg (1989)

B.A., Carleton College; M.A., Ph.D., Stanford University; James S. Kemper

Foundation Chair in Liberal Arts and Business and Professor of Economics and Business

Benjamin Swerdlow (2022)

B.A., Wesleyan University; M.A., Ph.D., University of California-Berkeley; Assistant Professor of Psychology

Holly Swyers (2006)

B.A., Ripon College; M.A., Ph.D., University of Chicago; Professor of Anthropology

Nancy Tao (2020)

B.A., Shandong University (China); M.Sc., Lancaster University (United Kingdom); Ph.D., Claremont Graduate University; Associate Professor of Finance

Tracy M. Taylor (2008)

B.F.A., University of New Mexico; M.F.A., The School of the Art Institute of Chicago; Associate Professor of Art

Tamlyn Tills (2008)

B.S., University of Wisconsin (La Crosse); M.Ed., Cardinal Stritch College; Head Women's Basketball Coach

Enrique Trevino (2013)

B.S., University of Texas at El Paso; Ph.D., Dartmouth College; Associate Professor of Mathematics

Elayne Vollman (2021)

B.A., Carleton College; M.A., Ph.D., University of Chicago; Assistant Professor of Psychology

Veronika Walkosz (2018)

B.S., Loyola University Chicago; M.S., Ph.D., University of Illinois at Chicago; Assistant Professor of Physics

Nicholas L. Wallin (2009)

B.A., M.A., Northwestern University; M.A., Peabody Conservatory of Music; Ph.D., University of Minnesota; Associate Professor of Music

RL Watson (2018)

B.A., M.A., Yale University., Ph.D., The University of Chicago; Assistant Professor of English

Naomi Wentworth (1983)

B.A., University of Massachusetts (Amherst); M.S., Assumption College; Ph.D., University of Connecticut; Associate Professor of Psychology

Rachel A. Whidden (2005)

B.A., M.A., Wake Forest University; Ph.D., University of Iowa; Associate Professor of Communication

Jennifer Wilson (2018)

B.A., Columbia College; M.M., Morris Graduate School of Management; Head Women's Hockey Coach

Dawn C. Wiser (1998)

B.S., Muskingum College; Ph.D., Colorado State University; Associate Professor of Chemistry

Ying Wu (2013)

B.A., Shaanxi Normal University (China); M.A., Beijing Normal University (China); Ph.D., Purdue University; Assistant Professor of Chinese

Camille Johnson Yale (2011)

B.S., Ohio University; M.A., University of Illinois at Chicago; Ph.D., University of Illinois; Associate Professor of Communication

Benjamin Zeller (2013)

B.A., University of Rochester; M.A., Harvard University; Ph.D., University of North Carolina; Professor of Religion

*Faculty Emeriti*

*Dates in parentheses indicate year of original appointment to the faculty and length of service.*

Robert A. Baade (1973-2022)

B.A., University of Wisconsin (Whitewater); M.A., Ph.D., University of Wisconsin (Madison); A.B. Dick Professor of Economics and Business, Emeritus



Lois B. Barr (1996-2016)

B.S., Georgetown University; M.A., Middlebury College; Ph.D., University of Kentucky; Associate Professor of Spanish, Emerita

Catherine Benton (1987-2020)

B.A., Southern Illinois University; M.I.A. (International Administration and Cross-cultural Education), School for International Training; M.A., M.Phil., Ph.D., Columbia University; Associate Professor of Religion, Emerita

Nancy Brekke (1991-2023)

B.A., Ph.D., University of Minnesota; Associate Professor of Psychology, Emerita

Dan P. Cole (1965-1994)

A.B., Columbia University; B.D., Union Theological Seminary; Ph.D., Drew University; William R. Bross Professor of Religion, Emeritus

Michael Benet Croydon (1968-1995)

Associate, Royal College of Art (London); Professor of Art, Emeritus

Les R. Dlabay (1983-2018)

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#### Presidents of Lake Forest College

Robert W. Patterson, 1875-1877  
Daniel S. Gregory, 1878-1886  
William C. Roberts, 1886-1892  
James G. K. McClure (acting), 1892-1893  
John Merle Coulter, 1893-1896  
John J. Halsey (acting), 1896-1897  
James G. K. McClure, 1897-1901  
Richard Davenport Harlan, 1901-1906  
John J. Halsey (acting), 1906-1907  
John Scholte Nollen, 1907-1917  
Henry W. Wright (acting), 1917-1920  
Herbert McComb Moore, 1920-1942  
Ernest A. Johnson, 1942-1959  
John Howard (acting), 1959-1960  
William Graham Cole, 1960-1969  
William L. Dunn (acting), 1969-1970  
Eugene Hotchkiss, 1970-1993

David Spadafora, 1993-2001  
Stephen D. Schutt 2001-2022  
Jill M. Baren 2022-present